جمهورية مصر العربية
وزارة التربية والتعليم والتعليم الفني
قطاع الكتب

New Hello!

English for Preparatory Schools

Year Three

Teacher's Guide

Helen Chilton

Egyptian International Publishing Company – Longman
10a Hussein Wassef Street
Messaha Square
Dokki
Giza
Arab Republic of Egypt

ISBN 978-977-16-1417-3
Deposit No. 2015 / 13359

First published 2017
Printed by:

CONTENTS

Scope and Sequence

Module	Unit	Title	Grammar	Functions and vocabulary	Features
Module 1: Our world	**Unit 1** Page 1	**Visitors to Egypt**	Revision of *should / shouldn't*: *You should definitely try some windsurfing.* *You shouldn't walk too much in the sun.* *Tourists should wear sun cream when it's very hot.*	• talking about tourism and tourist activities • talking about places in Egypt • asking for and giving recommendations • identifying parts of speech • writing an email recommending places for tourists to visit	**Tools For Life:** • The importance of tourism
	Unit 2 Page 6	**Books and reading**	*few / fewer / the fewest; little / less / the least:* *There are lots of historical stories here, but there are few detective stories.* *This book has the fewest number of pages and will take you the least amount of time to read.*	• talking about books and reading • discussing a story • expressing feelings • identifying word endings • writing a book review	**Project:** • Writing a summary of your favourite book
	Unit 3 Page 11	**Festivals and special days**	Revision of the present and past simple passive: *Spring is celebrated in different ways all over the world.* *Sham el-Nessim was first held to celebrate the start of spring.*	• talking about festivals and special days • sequencing events • writing a conclusion • writing an email about a special day	**Eye on Egypt:** • Sham el-Nessim **Critical Thinking:** • The importance of festivals
	Review A Page 16		Revision of units 1–3		
Module 2: Achievements	**Unit 4** Page 18	**Science and technology**	*might / must / can't be:* *It can't be easy if you don't know how to use a computer.* *A lesson might be about how fast a ball falls through the air.* *The students must be hardworking.*	• talking about technology • describing objects • expressing certainty and uncertainty • identifying stressed syllables • writing an article about technology	**Tools For Life:** • Using technology and understanding the difficulties that others face
	Unit 5 Page 23	**Achievements**	*could / couldn't, was / were (not) able to:* *After only three months, he could read, write and speak English.* *I was able to find your street, but I couldn't find your house.*	• talking about ability in the past • adding information • using irregular plurals • writing a paragraph about achievements	**Project:** • Deciding on a person who deserves an award
	Unit 6 Page 28	**Inventors**	Transitive and intransitive verbs: *When you speak, it will answer!* *It will turn its head.* *Some robots dive underwater to study the sea.*	• emphasising a point • giving topic sentences • writing a report	**Eye on Egypt:** • The invention of ships and sails • **Critical Thinking:** Important inventions
	Review B Page 33		Revision of units 4–6		
Module 3: Reaching our goals	**Unit 7** Page 35	**All about sports**	*have to / had to and must / mustn't* for obligation: *Tennis balls have to weigh 56-59.49 grams.* *Players had to hit the ball with their hands.* *I must find a new sport for my students to play in winter.*	• talking about obligations • adding information • understanding words with more than one meaning • writing rules for a sport	**Tools For Life:** • Playing fair and not cheating
	Unit 8 Page 40	**How we learn**	*-ing* forms: *Writing words on paper helps some people to learn things.* *Athletes have fantastic control over their muscles, breathing and balance.*	• talking about intelligence • talking about internet safety • talking about problems and offering help • practising collocations • writing a text offering help	**Project:** • Writing a quiz
	Unit 9 Page 45	**The senses**	Non-defining relative clauses: *Louis Braille, who was born in 1809, became blind after an accident.* *Some computers, which can quickly change text into Braille, now have Braille printers.*	• talking about systems of communication • inviting, accepting and refusing invitations • writing addresses • writing an invitation to an event	**Eye on Egypt:** • The Deaf School in Cairo • **Critical Thinking:** Helping the deaf
	Review C Page 50		Revision of units 7–9		
Black Beauty Page 52					

Scope and Sequence

Module	Unit	Title	Grammar	Functions and vocabulary	Features
Module 4: Life and work	**Unit 10** Page 2	**Travelling for work**	Future forms: the present simple and present continuous: *We're taking the sleeper train to Aswan tonight.* *The train leaves at seven o'clock.*	• talking about train travel • buying a train ticket • understanding words with a similar meaning • writing a description of a journey	**Tools for Life:** • The importance of being on time
	Unit 11 Page 7	**Making the right choices**	*might / should / must (not) have:* *He should have talked to his parents.* *They might have helped him.* *It must have been very difficult for Sameh.*	• speculating about the past • persuading, advising and expressing regret in the past • using the suffix *-ful* to make adjectives • writing a dialogue	**Project:** • Why people become addicted to things
	Unit 12 Page 12	**Transport workers**	Reporting statements and imperatives: *I told him that it was my first job.* *The manager ordered me to wear a helmet and boots.* *He warned me to look out for things falling.*	• giving orders, warnings, invitations and advice • talking about different jobs • making opinions stronger • planning what to write • writing a description of a job	**Eye on Egypt:** • Technical Schools **Critical Thinking:** • The importance of technical skills
	Review D Page 17		Revision of units 10–12		
Module 5: The past, present and future	**Unit 13** Page 19	**At the observatory**	Reported questions: *Yunis asked how many planets there were.* *Ziad asked if it was hot or cold on the moon.*	• talking about the solar system and space • asking polite questions • writing interview questions	**Tools for Life:** • The importance of being polite
	Unit 14 Page 24	**Wonders of the world**	The present perfect passive: *The final seven places have been chosen.* *A new list has been written.* *The dishes haven't been washed yet.*	• talking about changes to a city • asking for opinions, agreeing and disagreeing • using negative prefixes • writing about a visit to a wonder of the world	**Project:** • Writing a description of a place that should be a wonder of the world
	Unit 15 Page 29	**Technology**	The second conditional with *might* or *could*: *If a person didn't know how to use social media, it might be more difficult for them to find work.* *If somebody wanted to have the latest technology, they could buy a smartphone.*	• talking about technology and internet banking • encouraging people to continue speaking • using the correct punctuation • writing a report about social media	**Eye on Egypt:** • Digital projects **Critical Thinking:** • protecting ancient monuments
	Review E Page 34		Revision of units 13–15		
Module 6: The natural world	**Unit 16** Page 36	**Animal stories**	The past perfect: *Grasshopper hadn't done any work all week.* *A farmer found that his goose had laid a yellow egg.*	• talking about stories and morals • responding to news • identifying word stress • writing a story with a moral	**Tools For Life:** • The importance of doing the right thing
	Unit 17 Page 41	**Animal life in the past**	The third conditional: *If I had had some money, I would have bought that toy.* *What would have happened if a lot of volcanoes had erupted at the same time?*	• imagining the past • giving dates and numbers you are not sure of • using the noun form of verbs • writing about an animal	**Project:** • Researching and writing information about an animal
	Unit 18 Page 46	**Sea life**	Revision of first, second and third conditionals: *If you dive to the bottom, you will probably see a stingray.* *If you didn't want to go diving, you could go snorkelling.* *If I hadn't taken my special camera, I wouldn't have taken any photos.*	• talking about sea life • showing relief and excitement • taking notes • expanding notes into full sentences	**Eye on Egypt:** • The Red Sea **Critical Thinking:** • The importance of protecting wildlife
	Review F Page 51		Revision of units 16–18		
Black Beauty Page 53					
Word list and Irregular verbs Pages 78–80					

INTRODUCTION

This Introduction contains the following sections:

A The aims of the course

B The developing learner

C The role of the teacher

D The course components

E Assessment

F Supplementary activities

A THE AIMS OF THE COURSE

The aim of *New Hello! English for Preparatory Schools* is to help students of preparatory school age acquire language, thinking and study skills which are necessary for communicating effectively in spoken and written English. It also aims to give students the experience and confidence necessary to apply these skills both inside and outside the classroom. With the gradual introduction of new language, skills and topics throughout the course, students are able to learn and practise the language before moving on. The course also introduces critical thinking skills, which support language skills and enable students to become more independent as learners.

The approach

The course uses a standards-based communicative approach and methodology for teaching and learning English. Interesting topics are presented to students in realistic and meaningful situations in order to help them progress in their language skills at a preparatory level. These skills include a combination of listening, speaking, reading and writing skills, which are practised in different interaction patterns. This includes individual and pair work, and work in groups or as a whole class, which develops students' ability to work with others, as well as a sense of independence and responsibility for their own learning.

The *New Hello! English for Preparatory Schools* course aims to fulfil the standards set out in the Ministry of Education Standards Document. It aims to help students reach certain goals, not only in English, but in day-to-day interactions, too, through the Critical Thinking and Tools for Life sections.

Standards are valuable and effective supports for good learning, and they express clear expectations for what students should know and be able to do. Teachers can help students realise that a language is not just something to learn, but will also help them to achieve wider goals, such as in their professional lives beyond education. Rote learning, or learning which involves simply absorbing rules, is ineffective in helping students achieve wider educational standards.

B THE DEVELOPING LEARNER

New Hello! English for Preparatory Schools is a new course for preparatory schools in Egypt that considers individual developments and their educational context.

Extending learners' linguistic knowledge

The *New Hello! English for Preparatory Schools* course builds on language skills which students at preparatory school have already acquired during their primary education. Previous structures and vocabulary are recycled and extended, and the students learn new skills and functions which prepare them for English at secondary school. Language is presented via more mature topic areas and continues throughout the course as new structures, functions, tasks and activities are brought in to add to the learners' knowledge and skills.

Taking account of learner development

The course materials and topics were developed and chosen with preparatory-age students in mind. They aim to appeal to learners'

- developing physical and emotional identity
- developing awareness as an individual
- interest in the world beyond the home and classroom
- positive desire to make the world a better place
- increasing intellectual and emotional independence
- need for positive models of behaviour and achievement.

Pointing learners towards the right direction

Exercises, skills and tasks in the course materials are designed to direct students' developing intellectual abilities and personalities towards:

- acquiring a solid knowledge of the linguistic systems of English
- regularly recycling and practising knowledge and skills in new situations
- using language in purposeful, realistic and meaningful contexts
- encouraging the ability to think logically and critically about a range of topics
- developing a sense of responsibility for acquiring language for themselves in contrast to expecting teachers to do this work for them
- acquiring the knowledge, skills, strategies and attitudes that support and make possible learner independence
- increasing the awareness of educational and civic roles and responsibilities.

Taking into account individual differences in learning styles

Learners are different in the way they approach learning a new subject. There are three broad categories of learner: *visual*, *auditory* and *tactile learners*.

Visual learners need to see things in order to fully understand them. They tend to think in pictures and learn best from visual displays such as diagrams, illustrated textbooks and charts. During a lecture or classroom discussion, visual learners often prefer to write things down.

Auditory learners learn through listening. They learn best through discussions and listening to what others have to say. Written information may need to be heard in order for it to make sense. These learners often benefit from reading text aloud.

Tactile learners learn through a hands-on style. They explore the world around them. They tend to touch things, make things, fit things together or take them apart. They may find it hard to sit still and may feel the need for activity and exploration.

New Hello! English for Preparatory Schools aims to provide activities for each type of learner by including

- a variety of exercise types and activities which appeal to different learning styles
- various strategies for making learning clear and easy to access
- comprehensive teaching notes with suggestions on how to present and extend learning.

C THE ROLE OF THE TEACHER

A teacher has several different roles in the communicative classroom, which may be included in any lesson:

Classroom roles

Planner

The teacher decides on the aims and anticipated outcomes of each lesson in order to decide what is taught, how it is taught, and what equipment and materials will be needed .

Instructor

The teacher introduces the language to be learned, gives instructions to students, and decides what language and activities need to be practised.

Language model

The teacher provides a model of spoken and written English for students, especially when new language is presented and practised.

Manager

The teacher organises the class in order to fulfil the requirements of the different exercises. Sometimes this may mean putting learners into pairs or groups.

Controller

The teacher controls the pace and content of a lesson and the behaviour and discipline of the students.

Decision maker

The teacher decides what activities students will participate in, which students to ask questions to and how long each activity should last.

Advisor

The teacher monitors the progress of the class, deciding how learners are performing and what extra help should be given, such as explaining the task further or providing extra examples of relevant language.

Monitor

When the students are working individually, in pairs or in groups, the teacher moves from group to group helping students or correcting mistakes.

Personal tutor

The teacher identifies individual students' areas of difficulty and finds ways of helping them.

Assessor

At different points in a class the teacher may observe the performance and progress of particular students in order to award marks for ongoing assessment and participation.

Teaching a communicative course

Communicative courses require the teacher to play different roles within the classroom, depending on what you are teaching and at which stage you are in a lesson. The next part discusses themes that regularly emerge while teaching a communicative course.

Preparation, planning and monitoring

As a teacher, you can make teaching and learning as effective and enjoyable as possible at the beginning of the year by:

- getting to know the course materials very well by reading them through in advance
- planning the academic year
- getting to know individual students' names
- making sure you have any important information about students.

As you move through the academic year, regular time and effort will be needed to:

- prepare individual lessons
- learn new teaching methods, techniques and activities
- reflect on successes and difficulties in the classroom
- discuss teaching with colleagues
- mark students' written work
- monitor individual students and assess their progress.

Using the course CD

It's a good idea to make sure that you have the equipment ready for any listening activities before your class starts. Also make sure that you know the desired file name so that you can select the correct one. You can easily repeat a listening activity with the CD.

Using your own initiative

The Teacher's Guide notes can provide a helpful reference for presenting the students' learning materials. The notes are organised and planned carefully, and should be read before each lesson in order to support your teaching.

Although the lesson notes can add to your skills, you should also continue to use your own ideas and abilities as a teacher with a unique knowledge of the needs and characteristics of your own students.

Classroom language: mother tongue or English?

Teachers take different approaches to using their students' first language in the classroom. For example, in which language should you:

- give instructions?
- advise students?
- praise them?
- explain grammar?
- monitor understanding?

Teachers are encouraged to use their own judgements in this area, although it can be a difficult decision to make. Teachers may wish to provide maximum opportunities for students to hear and use English. At the same time, they also deal with different levels of ability and want as many students as possible to join in the lesson. The classroom provides a natural context and opportunity for language learning and practice, and as it may be students' only chance to hear and use English, it should be used as much as possible, unless it obstructs learning.

Other considerations

Students should read and understand the instructions given in their books for the different exercises. As a teacher, it is useful to use the same instructions in each lesson when setting up pair and group work, so that students become familiar with them.

Classroom management

The class can be organised in different ways, depending on the activity being taught, at different times of the lesson.

The notes will indicate this. Teachers are encouraged to invest time and effort in training their classes to change from one way of working to another efficiently, for example, from individual to group work.

Whole-class

For whole-class work, all the students face the teacher. This is useful when introducing new language, using the board to teach new vocabulary, structures or writing patterns, or introducing a new topic.

Individual students working alone

Students work on their own to complete a task. This is useful for simple tasks such as paragraph writing, writing answers to questions, listening and note taking, and some reading tasks.

Pair work

Students work with a partner to complete tasks. This gives essential practice of speaking skills in exercises such as discussions and the exchange of ideas and opinions. It is a very natural form of communication. It can also be used in exercises when students need to help each other, for example, when planning writing tasks.

For some kinds of pair work, for example, in controlled practice or when getting students to model new language, students should first be given time to practise the language in pairs before individual pairs are chosen to demonstrate it to the rest of the class.

Group work

There are plenty of opportunities for students to work in small groups. This allows them to learn in a cooperative way, and to use language in natural situations.

Cooperation

Students should be encouraged to help each other as much as possible. Research shows that where students help each other, everyone learns better, including stronger and weaker learners.

Language accuracy or language fluency?

When teaching a communicative course, you have to decide whether to focus on language accuracy or language fluency. When learning and practising spoken English, we want students to speak accurately and correctly, but we also want them to speak naturally and at a reasonable speed. These two things are often in conflict. For example, if a student is trying to structure a sentence correctly, trying to remember vocabulary and trying to pronounce words carefully, he or she might speak more slowly to give lots of thinking time. On the other hand, if a student is interested in what he or she is saying and speaking quickly, then the number of language errors will probably increase. Generally, try to balance accuracy and fluency. When practising and presenting new language, it is perhaps more important to focus on accuracy. During speaking exercises when students are making use of language in a more life-like activity, you should focus more on fluency, and be prepared to accept more errors (and interrupt less!). In this way you encourage students to be more responsible for their own learning.

Correcting mistakes

It is important to vary how and when you correct (and indeed sometimes if you correct) work according to the kind of activity and the stage of the lesson. The important thing is to maintain students' enthusiasm to speak while at the same time helping them to improve. One consideration is to vary how you correct mistakes. You do not always have to do this yourself, but allow students to correct their own and each other's work. Another approach might be to note repeated mistakes, and correct them the next time you review the language.

D THE COURSE COMPONENTS

The components of *New Hello! English for Preparatory Schools* are as follows:

1 Two Student's Books (one per term)
2 Two Workbooks (one per term)
3 Two Course CDs (one per term)
4 A Teacher's Guide

The Student's Book

The Student's Book is the main book in the *New Hello! English for Preparatory Schools* course, and is used to present, contextualise, practise and extend the language, topics and skills that are introduced in this stage.

The general aims of the Student's Book are to:

- contextualise, present and practise target language
- build on students' knowledge of English structures, functions and vocabulary
- extend students' strategies for coping with language skills and language learning
- develop students' sense of independence and responsibility for their own language learning
- develop students' critical thinking skills and ability to form opinions about and comment on a range of subjects
- give opportunities to review recent language
- expose students to a range of interesting and educationally valuable topics.

Format and content

Each Student's Book consists of three modules on a structural and communicative syllabus, covering a range of topics which intend to interest and encourage students. Each module consists of three units which are linked by a common theme, and at the end of each module there is a Review unit. There is a total of eighteen units, nine of which are to be covered in the first term and nine in the second term.

New language is introduced in the context of different subjects that attract and hold the attention of students, and which aim to make a useful and lasting contribution to learners' intellectual and moral education.

Photographs, graphics and life-like illustrations are used to contribute to an attractive and colourful design which will appeal to students of this age.

The first page of each main unit starts with a box which summarises the objectives of the unit for the students and gives teachers an opportunity to outline the structures, functions and lexical content contained in the unit. The Objectives box gives students a useful checklist to monitor their progress against at the end of a unit, and to help them revise for their examinations.

All units cover the four language skills – listening, speaking, reading and writing – and practise many key sub-skills such as reading for the main ideas of a text or listening to identify the purpose of a spoken text.

Each unit contains a variety of tasks which cover different learning styles. They encourage students to develop independent learning strategies and habits, and critical thinking skills.

The reader section, at the end of each term of the Student's Book, consists of a short version of a famous or classic story and provides an excellent opportunity for students to read more extensively in English. The importance of developing the habit of reading longer texts of this quality in English cannot be overemphasised. Each story is divided into four chapters with accompanying vocabulary and comprehension exercises, and critical thinking questions to encourage the students to think about and discuss the topics and morals of the story.

Unit format and content

Each unit contains five pages, each of which fulfils a different function. There is also a three-page Workbook unit which provides extra practice.

Each unit has four lessons and a Review page. Lesson 1 uses the first page of the Student's Book unit. Lesson 2 uses the second page of the Student's Book unit and the first page of the Workbook unit. Lesson 3 uses the third page of the Student's Book unit, and lesson 4 uses the fourth page of the Student's Book unit and the second page of the Workbook. The Review uses the final page of the Student's Book and Workbook units.

The first page of the Student's Book unit presents a reading activity. It begins with questions for students to discuss in small groups and then sets activities for students to read the text both for gist and detail. Teachers should also be encouraged to work on the lexis in the texts to help students build their vocabulary.

The second page of the Student's Book unit focuses on the target language and grammar presented in the unit. Grammar is taught in context, and this page begins with examples of the target language found in the reading text on the first page. Students are then asked to work out the rules with the help of the Grammar box which highlights the structure of the new language point. They then practise the new language, firstly in a controlled manner and then in a freer way, often by asking and answering questions in pairs, using the target language.

The third page of the Student's Book unit contains a listening exercise within the unit theme. These listening texts enable students to hear English spoken in a variety of different situations. Students are asked to answer gist and detail questions or to complete notes or sentences, using the listening texts. The third page also focuses on communication skills and contains a Functions box. This box focuses on the functional language used in the listening exercises. Students are encouraged to use this new functional language in a realistic speaking exercise. The page also includes an Internet search activity. This is designed to encourage students to become independent learners. They are asked to find out information related to the theme of the unit, and to report back their findings to the rest of the class.

The fourth page of the Student's Book unit extends the topic and target language, and provides additional practice opportunities. In the first unit of each module, the fourth page includes a Tools for Life box. These boxes encourage learners to think about others and what they can do to be better citizens, while providing further practice of language points and helping them to connect their learning in class to the outside world. In the second unit, students are encouraged to be more independent in their

learning by completing a Project which practises their writing skills. Students are provided with a model text and then plan and produce their own work. Each project is related to the unit's topic and encourages students to use the language from the unit. In the third and final unit of the module, the fourth page has a different format. Called *Eye on Egypt*, this page includes a longer reading text with comprehension questions, which provides a theme for a discussion in the Critical Thinking activity that students complete in the second half of the lesson. The texts focus on themes that affect those of the wider community in Egypt, and, along with the Critical Thinking activities, are designed to help students to think about the variety of places, people, nature and issues that their country offers and is affected by. This page encourages students to think about the theme of the text and practise language which will help them to express their personal opinions and ideas.

The final page of each module is a Review page. This page focuses on the language and structure that the students have learned in the unit, and provides an additional opportunity to revise and consolidate the target language. It contains a series of exercises for students to complete in various interaction patterns and covers different skills. Each Review ends with a Skills section. In the first unit of a module, this is a Dictionary skills feature, which teaches the skills that students need to use a dictionary effectively. In the second unit, there is a Word building skills section, which encourages the students to look at suffixes, prefixes and word patterns. In the third and final unit, there is a Writing skills feature, which focuses on an aspect of written English such as linking words or use of pronouns. In each case, the corresponding Workbook page provides an opportunity for students to put what they have learned in the Skills section into practice.

At the end of each module, there is a Review Unit which has two Student's Book pages. These are designed to revise and consolidate the language learned in the three main units of the module. The Student's Book Review is followed by two Practice Tests (a and b) in the Workbook. The Review pages and the Practice Tests can be used as tools to assess the progress of the students and to identify any extra work that needs to be done on a particular language element.

The Workbook

The Workbook is intended to be used alongside the Student's Book. It provides additional reinforcement of the language and grammatical structures that the students have already studied in the Student's Book. The main purpose of the Workbook is to consolidate language presented in the Student's Book and to offer extra practice in reading, writing and using acquired knowledge.

The general aims of the Workbook are to:

- practise and consolidate vocabulary
- practise and consolidate grammatical structures
- give opportunities to review recent language
- consolidate reading and writing skills
- develop students' abilities to plan, write and proofread short texts.

Format and content

The Workbook corresponds with the Student's Book in that there are eighteen core units and two Practice Tests after every third unit. The Workbook is used with the Student's Book in lessons 2 and 4 and the Review page of each unit.

Workbook exercises are designed for use in class as a follow-up to the Student's Book lesson. They can be started in class and then given to students to complete for homework. The core units of the Workbook are not intended to test the students, but to give them an opportunity to use and consolidate what they have learned and so to feel a sense of achievement, progress and confidence.

At the start of the first term there is a diagnostic test in the Workbook called *Check your English!* which aims to test students' previous acquisition of the language. The diagnostic test is meant to be taken in the first week of the academic year. It should help the teacher to measure the students' abilities and to recognise any weak points. After the diagnostic test, the teacher should be able to identify the stronger and weaker members of the class. Accordingly, the teacher is expected to provide remedial work for the weaker students and to have extra motivating materials for the more advanced learners.

Unit format and content

Each unit of the Workbook contains three pages, and there are four pages for the Practice Tests after every third unit. The Workbook pages include tasks and activities that students should find interesting and challenging. These include:

- a variety of grammar practice exercises
- a variety of writing tasks and activities
- a variety of reading texts and activities.

The first page of the unit in the Workbook is designed to be used after the second lesson in the Student's Book. It contains a vocabulary exercise and practice for the grammar points presented in the Student's Book.

The second page of the Workbook unit is used after Student's Book lesson 4, and contains extra practice of the functions, skills and language points of lessons 3 and 4 of the Student's Book.

The third page of the Workbook unit is used after the Student's Book Review page, and focuses on writing skills, providing controlled practice activities, and ending with an open writing task connected to the theme of the

unit, where students are encouraged to reflect on what they have discussed in the unit and practise the target language. This includes what they have learned in the Writing skills section of the Student's Book page. Before students write, they are encouraged to think about what information and structures they are going to include.

The Course CD

The CD contains recorded dialogues and listening texts from the Student's Book. Full tapescripts are included in the Teacher's Guide within the lesson notes.

4 The Teacher's Guide

Book format and content

This general introduction to the course includes a background to the teaching approach, as well as descriptions of the published materials, and notes about useful and effective techniques and activities.

The main part of the guide consists of detailed notes on how to use the material and tasks presented in the Student's Book and Workbook effectively.

At the beginning of the book, there is a scope and sequence table which summarises the language content of the course. There is also a glossary at the end of the book which contains words and phrases used in the Teacher's Guide and their Arabic (contextual) translation.

E ONGOING ASSESSMENT

The Review pages and Review Units in the Student's Book encourage ongoing assessment of the students within the classroom and also prepare them for their examinations. The Practice Tests in the Workbook provide an additional opportunity for teachers to assess students' progress, and could be given under test conditions if desired. All of the review and test pages enable the teacher to build up a more detailed picture of individual learners and help them to identify any areas of difficulty that may require extra input or revision.

Individual difficulties can be dealt with by talking with the student, or setting individual exercises which may improve his or her confidence. Talk positively to the students about their progress and mistakes, and demonstrate how they can learn through reflecting on their mistakes.

F SUPPLEMENTARY ACTIVITIES

New language can be reinforced through fun additional activities. The following language games can be adapted for most of the different Student's Book units.

Team Noughts and Crosses

Divide the class into two teams, noughts (O) or crosses (X).Give each team a word to read out loud. (It is easier if team members take it in turns to do this, as if everyone calls out it will be difficult to hear if they are right.) If the member of the team gets the pronunciation right, they can come and put a nought or cross on the grid for their team. The first team to get a line of noughts or crosses wins.

You can also use language items in this game, for example *the irregular past participle*. Give each team a verb to read out loud. The team reads the base verb to the other team and they have to say what the past participle of that verb is.

Oral Drills

When you teach pronunciation or new vocabulary it can be useful to do oral drills. If students chant new words as a class first, this will give them confidence. Then you can ask individuals to chant the same words and hear how well they have learned to say them.

Picture dictations

Using language items learned in the unit, ask students to draw something you describe, for example, a job. They do this individually, but can swap or compare their drawings with a partner at the end to check that they have understood the language.

NB: This is not a test of their drawing skills; you are simply using drawing to check their comprehension.

If necessary, teach some basic skills for drawing stick men, adjectives, climate, etc.

Variations on picture dictations

Get students to dictate to each other in pairs. One pupil writes a word or directions for a map then reads out the word or describes the map to his or her partner. They then check to see if they got it right, and swap roles.
If necessary, teach some basic skills for drawing stick men, adjectives, climate, etc.

There are several variations on this activity:

- Get students to dictate to each other in pairs.

- One student writes or draws directions for a map then reads out the word or describes the map to his or her partner. They then check to see if they got it right, and swap roles.

Memory Games

1 **Pairs:**

Use a set of picture cards and a set of matching cards with descriptions on them relating to the current unit. They are all placed face down on the table. Students take it in turns to turn over two cards. When they turn over a description card and a picture card that match, they keep them and have another go. Students gradually learn where pairs of cards are on the table. The game ends when all the cards have gone. The winner is one who has the most pairs of cards at the end.

2 **Kim's game:**

Place a number of either objects or word or picture cards that relate to the unit on a tray. Students look at the contents of the tray for a minute, and commit them to memory. The tray is hidden from view, and students write down the contents of the tray.

3 **Jigsaw telling tales:**

Using a text from the unit (reading or listening), students are given a little bit of the text (a couple of sentences each) that they have to learn by heart. The students then work either with the whole class or in groups to reconstruct the text/dialogue by listening once to everyone's bits, then rereading them aloud (from memory) in the correct order.

Check your English!

1 Listen and choose the correct answer from a, b, c or d

1 Where are the girls?
(a) in a classroom **b** in the gym **c** in the changing rooms **d** at home

2 What is their second lesson today?
a English **b** maths **c** history (d) P.E.

3 What does the girl want to take to the office?
a her homework (b) a letter **c** a book **d** some paper

4 Where is the office?
a next to the changing rooms **b** at the end of the corridor
(c) next to the library **d** next to the gym

5 When will they go to the office?
(a) at break **b** after break **c** now **d** before break

2 Complete the following dialogue

Guide: This is the building **1** ......*where*...... a famous king lived. His name was …

Tourist: I'm sorry to **2** ....*interrupt*....., but can I ask a **3** ....*question*......?

Guide: Yes, of course.

Tourist: Has this area always **4** ......*been*....... a desert?

Guide: Yes, it has. Now, **5** ......*where*...... was I?

3 Supply the missing parts in the following mini-dialogues

a Girl: ..*Is Salma there, please?*..........

Salma's mother: I'm sorry, Salma isn't here at the moment. Can I take a message?

b Ali: I'd like to play tennis but I'm very bad at it.

Tarek: ..*Oh, come on. It'll be fun!*..........

Ali: All right. I'll play.

c Hala: Have you met my cousin Randa?

Samia: Hello, it's nice to meet you, Randa.

Randa: ..*Pleased to meet you.*..........

4 Read and correct the underlined words

1 That is the boy <u>when</u> won the competition.

..*That is the boy who won the comppetition.*..........

2 My uncle <u>has written</u> an email yesterday.

..*My uncle wrote an email yesterday.*..........

3 Have you <u>been ever</u> to the desert?

Have you ever been to the desert?

4 I haven't finished my homework <u>already</u>.

I haven't finished my homework yet.

5 Amal has lived in that house <u>since</u> 20 years.

Amal has lived in that house for 20 years.

6 Did your grandfather <u>used to</u> work in a bank?

Did your grandfather use to work in a bank?

7 It <u>was been</u> raining all day today, so the garden is very wet.

It has been raining all day today, so the garden is very wet.

8 Walid said that he <u>enjoys</u> the film yesterday.

Walid said that he enjoyed the film yesterday.

9 If it is warm tomorrow, we <u>went</u> to the beach.

If it is warm tomorrow, we will go to the beach.

10 Rice isn't <u>grow</u> in England.

Rice isn't grown in England.

5 Choose the correct answer from a, b, c or d

1 The train to Cairo .... at eight o'clock.

(**a**) leaves **b** leaving **c** leave **d** going to leave

2 This hat .... in England.

a made **b** make (**c**) was made **d** making

3 How .... clouds formed?

a is **b** am **c** be (**d**) are

4 If you run in the middle of the day, you .... very hot.

a been (**b**) will be **c** were **d** be

5 All children .... to go to school.

(**a**) have **b** must **c** has **d** can

6 My sister told me that it .... raining.

a has (**b**) was **c** be **d** will

7 Gamal has got .... new camera.

(**a**) a **b** the **c** – **d** an

8 People .... have about eight hours' sleep a night to be healthy.

(**a**) should **b** can't **c** won't **d** would

9 What have you .... doing this morning?

a are **b** were (**c**) been **d** be

10 I live in the city now, but I .... in a village.

a used to b use to live c live (d) used to live

11 The .... says that we have maths and then English and social studies.

a table (b) timetable c clock d keyboard

12 It is dangerous to walk on that road because there is no ....

a traffic b ground (c) pavement d car

13 This site is very .... it is about 3,000 years old.

(a) ancient b fossil c skeleton d new

14 Who won the football .... between Morocco and Tunisia?

a pool (b) match c fort d sport

15 Alia is my .... she lives in the flat next to mine.

(a) neighbour b hero c parent d uncle

16 It is usually very .... in the desert. You can't hear anything.

a unusual (b) quiet c historical d noisy

17 What do you .... to eat in this restaurant, the fish or the meat?

a accept b repeat c observe (d) recommend

18 He wrote a fantastic story. That is a great ....

a discovery (b) achievement c award d opinion

19 The sheep was ill so they took it to see a ....

(a) vet b patient c landlord d detective

20 When it is very hot and sunny, you should wear sun ....

a shine b hat (c) cream d shadow

6 Read the information about food in ancient Egypt and answer the questions

We all know that the ancient Egyptians built amazing pyramids and invented many things that we use today. But what did they use to eat?

Archaeologists have discovered ancient recipes for bread. This was probably eaten with vegetables, eggs and perhaps fruit and honey. It was usually cooked in the ashes of open fires.

People ate the same fruit and vegetables that are grown by the Nile today. Onions were probably used as a medicine. Most people probably ate small birds and fish. Milk and cheese were also eaten. Only the rich people ate meat from larger animals, although meat was probably eaten on special days even by poor people. Archaeologists now think that their diet was so good that <u>it</u> helped ancient Egypt to become successful and powerful.

1 Why do you think most people only ate small birds and fish?

Because they could catch small birds and fish themselves.

2 What helped ancient Egypt to become successful and powerful?

The good diet of the ancient Egyptians helped ancient Egypt to become successful.

3 We know the ancient Egyptians ate bread because people have found ....

(**a**) recipes for bread **b** pictures of bread
c pieces of bread **d** sandwiches

4 How did the ancient Egyptians cook bread?

a in kitchens **b** in fires
(**c**) in ashes **d** They did not cook it.

5 What does the underlined pronoun it refer to?

a ancient Egypt **b** ancient Egyptian fire
(**c**) ancient Egyptian food **d** pyramid

7 Write a paragraph of six sentences on different forms of communication.

Students' own answers

Tapescript

Girl 1: *This is our classroom. After our first lesson, we must go downstairs to the changing rooms to get ready for P.E. That's in the gym at the end of the corridor.*
Girl 2: *I have a letter from my parents. I must to give it to the office. Where is the office?*
Girl 1: *It's downstairs, next to the library. You can take it there at break after P.E. I'll go with you.*
Girl 2: *Thank you very much.*

UNIT 1 Visitors to Egypt

SB pages 1–5 WB pages 1–3

Objectives

Grammar
Giving advice: *should/shouldn't*

Reading
Reading an email to a tourist

Listening
Listening to a conversation with a tourist

Speaking
Asking for and giving recommendations

Writing
Writing an email

LESSON 1 SB page 1

Outcomes

- To welcome the students to their new class
- To introduce the unit to the students
- To talk about holiday activities
- To read an email recommending holiday places and activities

Before using the book:

- Introduce yourself and say *Good morning/ afternoon* to the students. Encourage them to reply in the same way.
- Write the title of the unit, *Visitors to Egypt,* on the board. Ask the students what recommendations they would make to someone planning to visit Egypt as a tourist. Elicit the names of places and activities and write them on the board.
- Ask the students about places they have visited as tourists, and ask them what they most enjoyed.

SB Page 1


Visitors to Egypt
UNIT 1
Lesson 1
OBJECTIVES
- **Grammar:** Giving advice: *should / shouldn't*
- **Reading** Reading an email to a tourist
- **Listening** Listening to a conversation with a tourist
- **Speaking** Asking for and giving recommendations
- **Writing** Writing an email

1 Match the words and the pictures
bazaar · a snorkelling · windsurfing · youth hostel
a b c d

2 Ask and answer
Why do you think tourists visit Hurghada? What activities are there to do?

3 Read the email and check your answers to exercise 2

4 Read again and complete the email with the words from exercise 1

Dear Catherine,
I'm so happy to hear that you and your family are visiting Hurghada in the spring! It's a wonderful place for a holiday. There's a lot to do and many different places to stay. You can camp, stay in a hotel or in the new 1 *youth hostel*. It is very modern and comfortable, but much cheaper than the hotels. You can find out information at the tourist information centre. You should go there when you arrive. It's next to the police station in the middle of the new part of the city.
Hurghada has some beautiful beaches. When it's windy, you should definitely try 2 ...., too. Take a boat trip to the islands around Hurghada. You can go scuba diving or 3 .... You can also go fishing from a boat.
You shouldn't walk too much in the sun. It is best to visit places early in the morning. Don't forget to go to the 4 .... in the old part of the city. It's a good place to buy souvenirs.
Have a great time!
Salma

5 Choose the correct words
1 Catherine *isn't coming* / *is coming* to Hurghada in the spring.
2 The youth hostel is *more* / *less* expensive than a hotel.
3 The police station is in the *old* / *new* part of the city.
4 You can take a boat to go *windsurfing* / *fishing*.
5 Salma advises Catherine *to go* / *not to go* to the old part of the city.
1

1 Match the words and the pictures

1. Draw attention to the Objectives box on page 1, which refers to the objectives of the unit, and explain in Arabic if necessary.
2. Ask the students to look at the pictures. Read out the first word (*bazaar*) and ask them to match it with the correct picture (*d*).
3. Students continue the task in pairs.
4. Check answers with the whole class.

Answers:

a snorkelling	b youth hostel
c windsurfing	d bazaar.

2 Ask and answer

1. On the board, write *Hurghada*. Ask the students what they know about the city – for example, its location, its size, its main industry *(on the Red Sea; the third largest city in Egypt; tourism).*
2. Read out the question and allow time for the students to discuss ideas in pairs.
3. Elicit ideas from the whole class.

3 Read the email and check your answers to exercise 2

1 Ask the students to look at the email and read the first three sentences. Ask who wrote it (Salma), who it is written to (Catherine), and what they think the message will be about (where to stay and what to do in Hurghada).

2 Students read the text quickly. Ask if their answers to exercise 2 were mentioned.

Answers:

You can go to beautiful beaches, go windsurfing, take a boat trip, go scuba diving and snorkelling, go fishing, visit the bazaar.

4 Read again and complete the email with the words from exercise 1

1 Students read the text again, this time completing the missing words.

2 Tell them to underline any unknown words while they are reading.

3 Check answers with the whole class, and explain the meaning of unknown words.

4 Ask the class to put new words in their own sentences.

Answers:

2 windsurfing
3 snorkelling
4 bazaar

5 Choose the correct words

1 Read out the first sentence, with both options, to the class and check that the students agree that the correct answer is *is coming*.

2 Ask the students to complete the task in pairs. Go round and offer help where necessary.

3 Check answers, referring students back to the text if necessary.

Answers:

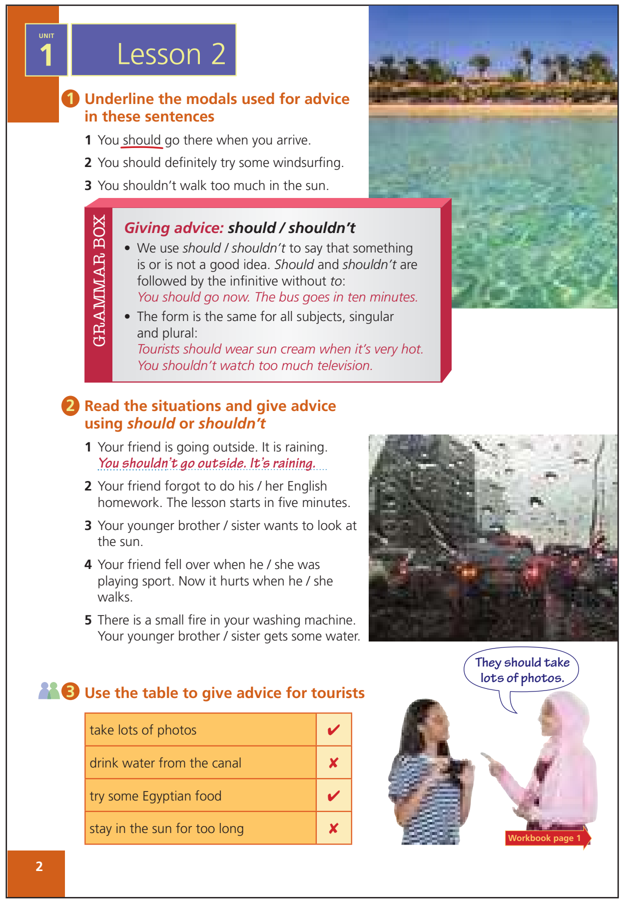
2 less
3 new
4 fishing
4 to go

LESSON 2 SB page 2 WB page 1

Outcomes

• To give advice using *should/shouldn't*

SB Page 2



UNIT 1 Lesson 2

1 Underline the modals used for advice in these sentences

1 You should go there when you arrive.
2 You should definitely try some windsurfing.
3 You shouldn't walk too much in the sun.

GRAMMAR BOX

***Giving advice:* should / shouldn't**

• We use *should / shouldn't* to say that something is or is not a good idea. *Should* and *shouldn't* are followed by the infinitive without *to*:
You should go now. The bus goes in ten minutes.

• The form is the same for all subjects, singular and plural:
Tourists should wear sun cream when it's very hot.
You shouldn't watch too much television.

2 Read the situations and give advice using *should* or *shouldn't*

1 Your friend is going outside. It is raining.
You shouldn't go outside. It's raining.
2 Your friend forgot to do his / her English homework. The lesson starts in five minutes.
3 Your younger brother / sister wants to look at the sun.
4 Your friend fell over when he / she was playing sport. Now it hurts when he / she walks.
5 There is a small fire in your washing machine. Your younger brother / sister gets some water.

3 Use the table to give advice for tourists

take lots of photos	✔
drink water from the canal	✘
try some Egyptian food	✔
stay in the sun for too long	✘

They should take lots of photos.

Workbook page 1

2

1 Underline the modals used for advice in these sentences

1 On the board, write *modals*. Then write these sentences and ask the class to identify the modals: *We mustn't be late for school. Could you swim when you were five? (mustn't* and *could* are modals).

2 Explain that *should* is another example of a modal and tell the students to read the Grammar box.

3 Students read sentences 2 and 3 in exercise 1 and underline the modals. Check answers.

Answers:

2 You should definitely try some windsurfing.
3 You shouldn't walk too much in the sun.

2 Read the situations and give advice using *should* or *shouldn't*

1 Students read the first sentence. Elicit ideas for advice they could give. Remind them to use *should* or *shouldn't*.

2 Put the students in pairs to discuss the situations and the advice they would give. Go round and monitor.

3 Read out each situation in turn and invite different students to share the advice they would give.

Example answers:

1 You should take an umbrella. / you shouldn't go outside. It's raining.

2 You should tell the teacher./You should do the homework quickly.

3 You shouldn't look at the sun.

4 You should go to the doctor's.

5 You shouldn't pour water on electrical items.

3 Use the table to give advice for tourists

1 First, ask the students to read the table and then suggest some more ideas. Write good ideas on the board. Some suggestions: *wear comfortable shoes; have a map of the metro; buy a guidebook.*

2 In pairs, students take it in turns to give each other advice. Go round and listen, and check they use *should* and *shouldn't* correctly.

3 Invite different students to give advice to the class.

Answers:

You should take lots of photos.

You shouldn't drink water from the canal.

You should try some Egyptian food.

You shouldn't stay in the sun too long.

✎ WB Page 1



UNIT 1

Visitors to Egypt

Module 1

1 Match the words and their meanings

1 [*e*] bazaar
2 [ ] police station
3 [ ] snorkelling
4 [ ] tourist information centre
5 [ ] youth hostel

a an office where you can find out about a city or an area
b an inexpensive place where young people can stay when they are travelling
c an office for people who catch thieves
d swimming with equipment so that you can breathe with your head in the water
e a market or a group of shops

2 Complete the table using these words

~~fishing~~ sailing scuba diving snorkelling swimming windsurfing

Sports you can do on the water	Sports you can do in the water
fishing	

3 Complete the advice with *should* or *shouldn't*

1 When you go diving, you *should* tell people where you are going.
2 You .... swim too far from the boat.
3 You .... stay under the water for too long.
4 You .... look out for dangerous sharks.
5 You .... go diving if the weather is bad.



4 Write a paragraph about what you should do to help your parents at home

....

....

....

....

1

1 Match the words and their meanings

1 Allow time for the students to read the list of words and the list of meanings.

2 Read out the first word and check the students agree that *e* is the correct answer (given as the example).

3 Allow time for the students to complete the task. Then check the answers as a whole class.

Answers:

2 c	3 d
4 a	5 b

2 Complete the table using these words

1 Allow time for the students to read the list of words in the box. Then read out the two headings and check they understand the difference *(on the water/in the water).*

2 Put them in pairs to complete the task.

3 Check answers.

Answers:	
Sports you can do on the water	Sports you can do in the water
fishing	scuba diving
sailing	snorkelling
windsurfing	swimming

3 Complete the advice with *should* or *shouldn't*

1 Read out the first sentence, completed as the example. Check that the students agree that this is the correct advice.

2 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.

Answers:

2 shouldn't	3 shouldn't
4 should	5 shouldn't

4 Write a paragraph about what you should do to help your parents at home

1 Elicit some ideas from the students (for example, tidy your room, wash the dishes) and write a list on the board.

2 Students then write a short paragraph. Remind them to use *should*. Go round and monitor.

3 Invite different students to read out their paragraphs.

Answers:

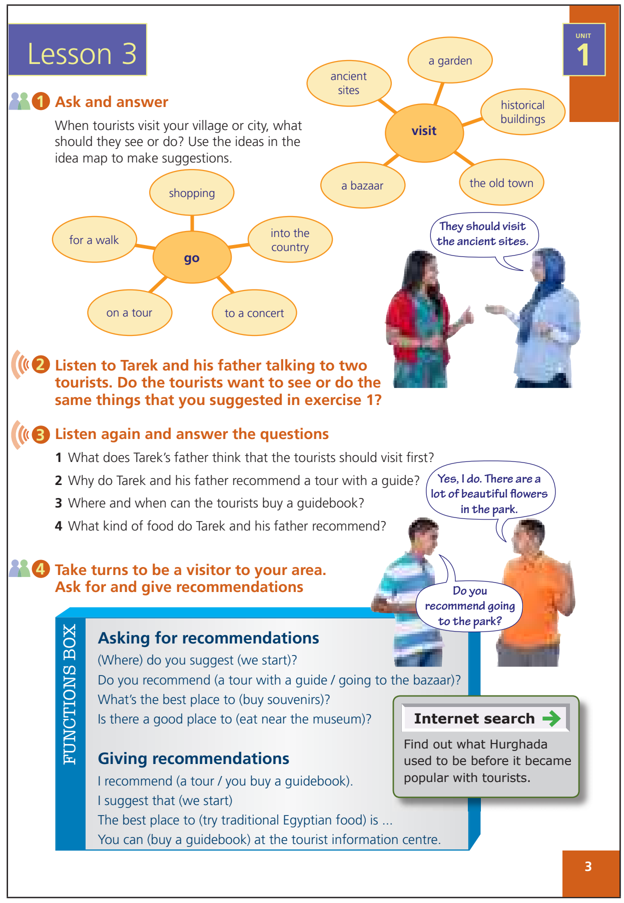
Students' own answers

LESSON 3 SB page 3

Outcomes

- To listen to a conversation with a tourist
- To ask for and give recommendations

SB Page 3


Lesson 3

UNIT 1

1 Ask and answer

When tourists visit your village or city, what should they see or do? Use the ideas in the idea map to make suggestions.

2 Listen to Tarek and his father talking to two tourists. Do the tourists want to see or do the same things that you suggested in exercise 1?

3 Listen again and answer the questions

1 What does Tarek's father think that the tourists should visit first?
2 Why do Tarek and his father recommend a tour with a guide?
3 Where and when can the tourists buy a guidebook?
4 What kind of food do Tarek and his father recommend?

4 Take turns to be a visitor to your area. Ask for and give recommendations

FUNCTIONS BOX

Asking for recommendations

(Where) do you suggest (we start)?
Do you recommend (a tour with a guide / going to the bazaar)?
What's the best place to (buy souvenirs)?
Is there a good place to (eat near the museum)?

Giving recommendations

I recommend (a tour / you buy a guidebook).
I suggest that (we start)
The best place to (try traditional Egyptian food) is …
You can (buy a guidebook) at the tourist information centre.

Internet search

Find out what Hurghada used to be before it became popular with tourists.

3

1 Ask and answer

1 Allow time for the students to study the idea maps. Then elicit suggestions more specific to the students' own village or city. Write ideas on the board.

2 Model *They should go…*, and then have different students make similar suggestions using the ideas on the board.

3 In pairs, students continue to practise making suggestions using ideas from the board or the idea maps. Go round and monitor.

4 Tell the students to note down their ideas for use in a later lesson (see Workbook page 3 exercise 3).

2 Listen to Tarek and his father talking to two tourists. Do the tourists want to see or do the same things that you suggested in exercise 1?

1 Read out the instructions. Tell the students just to listen to the general meaning of the conversation, and not to worry about details because they will hear it again.

2 Play the recording and then ask the students whether they heard their ideas mentioned. (In the recording they mention the tourist information

centre, ancient sites, the museum, the bazaar and a café which serves traditional Egyptian food.)

Tapescript

Tarek:	*Look, Father! Those tourists are lost.*
Father:	*Yes, we should help them. Excuse me! Do you need any help?*
Woman:	*Oh, thank you! We're looking for the tourist information centre.*
Father:	*It isn't far from here, but it is closed today. Can we help you?*
Man:	*Thank you! It's our first trip to Egypt, you see. There's so much to see and do here, we don't know what to do first! We're interested in all the ancient sites and famous places. Where do you suggest we start?*
Father:	*I suggest that you visit the museum. It's a good place to learn all about the things you'll see at the ancient sites.*
Woman:	*That's a good idea. When we're at an ancient site, do you recommend a tour with a guide?*
Father:	*Yes, that's a very good idea. The guides can tell you a lot of interesting things about a place. I also recommend you buy a guidebook. You can buy one at the tourist information centre tomorrow when it opens.*
Man:	*OK. We also want to go shopping. What's the best place to buy souvenirs? Do you recommend going to the bazaar?*
Tarek:	*Yes, you should go to the bazaar in the old part of the city. There are lots of crafts to buy there.*
Woman:	*That sounds good. Oh, one more thing. Is there a good place to eat near the museum? It's nearly lunchtime and we're really hungry.*
Father:	*The best place to try traditional Egyptian food is the café opposite the museum. Have a good day*
Man:	*You too. Thank you very much!*

3 Listen again and answer the questions

1 First, ask the students to read the questions. Stronger students could note down any answers they think they already know.

2 Play the recording again and then allow time for them to write down or check their answers and compare them with their partner's.

3 Check answers with the whole class and if necessary play the recording again.

Answers:

1 The museum
2 Because guides can tell you a lot of interesting things about a place.
3 From the tourist information centre, when it opens tomorrow.
4 They recommend traditional Egyptian food.

4 Take turns to be a visitor to your area. Ask for and give recommendations

1 First, elicit from the class suggestions of local places and activities they would recommend to tourists, and write the ideas on the board.

2 Students then read the Functions box, saying each expression out loud.

3 In pairs, students take turns to play the part of a tourist asking for recommendations while his/her partner suggests one of the places on the board.

4 Invite different students to re-enact their conversations to the class.

Internet search

1 Read out the instruction and ask the students what they already know about Hurghada's past.

2 Now tell the students that they are going to do an internet search to find out more about it. The research can be done in class if there are enough resources, or as homework. Tell the students to type the question in the Internet search box into a search engine.

3 When they have carried out their research, ask the students to report their findings to the rest of the class.

4 As a further activity, the students could write one or two paragraphs giving the information they have discovered and comparing Hurghada in the past with how it is today.

LESSON 4 SB page 4 WB page 2

Outcomes

- To ask and answer a quiz about helping tourists
- To discuss ways to help tourists
- To design a tourist brochure for Egypt

SB Page 4

UNIT 1 **Lesson 4**

Tools For Life

1 Work in pairs to do the quiz

1 Some tourists are trying to pay for something in a bazaar, but they can't understand Egyptian money. What should you do?
- **a** You should help the tourists to count the right money.
- **b** You shouldn't do anything, because you will make the tourists feel bad if you help.

2 Some tourists are lost. They are trying to find the museum. What should you do?
- **a** You should give them directions and draw them a map.
- **b** You should walk away, because someone else will come and help them.

3 A tourist has lost his bag with his camera and passport in it. What do you say?
- **a** "Don't worry, I'll take you to the police station."
- **b** "You should be more careful."



4 Some tourists are trying to buy a train ticket. The assistant at the station doesn't speak English and the tourists can't speak Arabic. What do you do?
- **a** Ask them what they need and tell the assistant in Arabic.
- **b** You don't do anything. If they needed help, they would ask.

2 Work in pairs

1 If you answered **b** for all of the questions above, then you probably don't like to give advice. Is this true?
2 From which countries do many tourists to Egypt come?
3 Why is it important to help tourists?
4 Can you think of other ways to help them?

3 Work in groups and design a brochure encouraging tourists to come to Egypt



1 First, think of three or four reasons that make Egypt a good place to visit.
2 Find pictures that you can put in the brochure.
3 Write the brochure.
4 Look at other groups' brochures. Did you have the same ideas?

4

Workbook page 2

1 Work in pairs to do the quiz

1 First, explain that in this quiz there are no 'right answers' – the questions are there to stimulate discussion.

2 Read out the first situation and the two options to the whole class, and elicit initial ideas. Ask students to give reasons for their opinions.

3 Then put the students in pairs to consider all the situations. Go round and monitor, encouraging them to give reasons each time.

4 Read out each situation to the whole class. Encourage a discussion and have a show of hands for each option.

Answers:

Students' own answers

2 Work in pairs

1 Ask the students to read the first two questions and note down countries in pairs.

2 Invite the students to give their ideas and make a list on the board.

3 Then ask them to look at the third and fourth questions and discuss them with their partner.

4 Ask different students to say what they think. Encourage a short class discussion.

Example answers:

1 Yes, it is true. 2 Students' own answers
3 Because they do not know the country as well as you. It is kind to help people.
4 Students' own answers

3 Work in groups and design a brochure encouraging tourists to come to Egypt

1 Ask the students to read the instructions.

2 Put them into groups and ask them to discuss their ideas about the reasons to visit Egypt. Invite the students to share their ideas and make a list on the board.

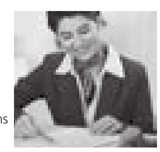
3 Ask the groups to work together to find suitable pictures and write their brochures.

4 In class, pass the brochures around and ask the class to compare how each is different and what they like about the brochures that other groups have created.

WB Page 2

UNIT 1 Module 1

1 Choose the correct answer from a, b, c or d



1 An .... is a person who helps in a shop or in a ticket office.
a assistant **b** owner **c** archaeologist **d** actor

2 If you do not know how to find a building, you can ask for ....
a discoveries **b** detectives **c** directions **d** diagrams

3 Many tourists use a .... to learn about a city's history and places to visit.
a camera **b** bookshop **c** guidebook **d** ticket

4 You need a .... when you visit another country.
a passport **b** tourist **c** bazaar **d** brochure

5 The restaurant that your cousin told us about was a very good .... We loved it!
a recipe **b** recommendation **c** souvenir **d** advice

2 Complete the dialogue

best place | I recommend | ~~Is there~~ | suggest that | suggest that we | the best | You can | advise

Tourist: Excuse me. **1** *Is there* .... a good place to go windsurfing near here?
Assistant: The **2** .... to go windsurfing is South Beach. There is more wind there than here.
Tourist: What's **3** .... way to get to South Beach?
Assistant: **4** .... take a bus. They go every 30 minutes.
Tourist: Do you **5** .... us to go in the morning or the afternoon?
Assistant: **6** .... that you go in the afternoon. The winds are better then.
Tourist: Where do you **7** .... stay at South Beach?
Assistant: I **8** .... you look at this guidebook. It recommends many good hotels.

3 Write a paragraph about what you like to do when you visit a beach

....
....
....
....
....

2

1 Choose the correct answer from a, b, c or d

1 Ask the students to read the first sentence and all four options. Then ask a student to read out the completed sentence, given as the example. Check that students agree that *assistant* is the correct answer.

2 Tell them to read each sentence and all the options carefully. Then allow time for them to complete the task.

3 Students compare answers in pairs.

4 Check answers with the whole class.

Answers:

2	c	3	c
4	a	5	b

2 Complete the dialogue

1 Ask a student to read out the first sentence in the dialogue, completed as the example.

2 Allow time for the students to complete the task and then compare answers in pairs.

3 Check the answers by asking two students to read out the completed dialogue.

Answers:

2 best place
3 the best
4 You can
5 suggest that we
6 I recommend
7 advise us
8 suggest that

3 Write a paragraph about what you like to do when you visit a beach

1 Read out the instruction and ask the students to brainstorm some ideas in pairs. Go round and make suggestions if necessary (e.g. play games; sunbathe; swim; read; have a picnic; relax; go windsurfing/snorkelling/diving).

2 Elicit ideas from the whole class and write notes on the board.

3 Allow time for the students to write their paragraphs. Go round and make corrections, offering prompts where necessary.

4 Ask confident students to read out their work to the class.

Answers:

Students' own answers

REVIEW SB page 5 WB page 3

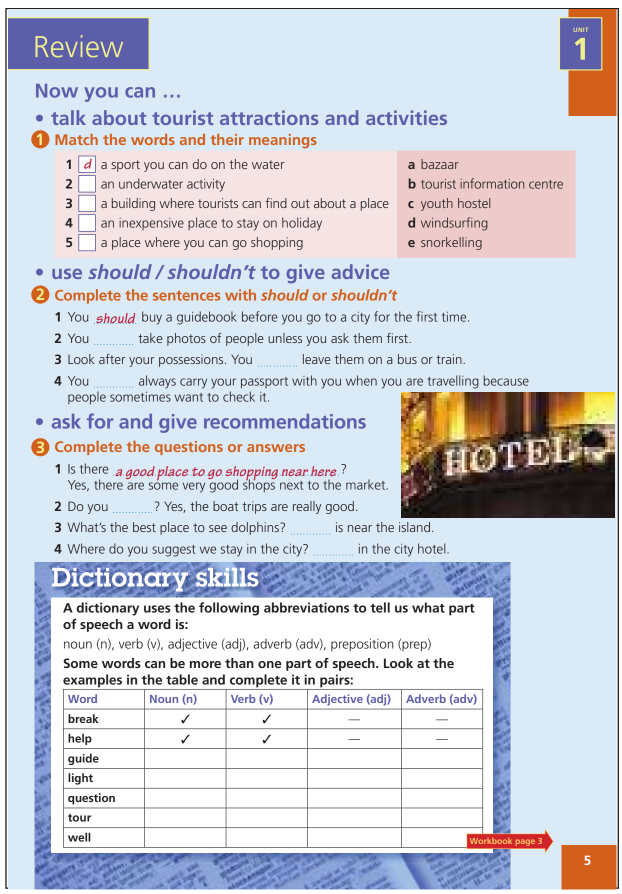
Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise dictionary skills

Before using the book:

- Write *Visitors to Egypt* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

SB Page 5



Review UNIT 1

Now you can …

• talk about tourist attractions and activities

1 Match the words and their meanings

1 d a sport you can do on the water		a bazaar
2 an underwater activity		b tourist information centre
3 a building where tourists can find out about a place		c youth hostel
4 an inexpensive place to stay on holiday		d windsurfing
5 a place where you can go shopping		e snorkelling

• use *should / shouldn't* to give advice

2 Complete the sentences with *should* or *shouldn't*

1 You *should* buy a guidebook before you go to a city for the first time.
2 You .... take photos of people unless you ask them first.
3 Look after your possessions. You .... leave them on a bus or train.
4 You .... always carry your passport with you when you are travelling because people sometimes want to check it.

• ask for and give recommendations

3 Complete the questions or answers

1 Is there *a good place to go shopping near here* ?
Yes, there are some very good shops next to the market.
2 Do you ....? Yes, the boat trips are really good.
3 What's the best place to see dolphins? .... is near the island.
4 Where do you suggest we stay in the city? .... in the city hotel.

Dictionary skills

A dictionary uses the following abbreviations to tell us what part of speech a word is:
noun (n), verb (v), adjective (adj), adverb (adv), preposition (prep)
Some words can be more than one part of speech. Look at the examples in the table and complete it in pairs:

Word	Noun (n)	Verb (v)	Adjective (adj)	Adverb (adv)
break	✓	✓	—	—
help	✓	✓	—	—
guide				
light				
question				
tour				
well				

Workbook page 3

5

1 Match the words and their meanings

1 Read out the first definition and check the students agree that *windsurfing* is the matching word (given as the example).

2 Allow time for the students to complete the task. Then check the answers as a whole class.

Answers:

2 e 3 b 4 c 5 a

2 Complete the sentences with *should* or *shouldn't*

1 Write the first sentence on the board and elicit the answer. Students then check in their books.

2 Allow time for the students to complete the task in pairs and then check answers.

Answers:

2 shouldn't
3 shouldn't
4 should

3 Complete the questions or answers

1 Ask two students to read out the first question and answer, as in the example.

2 Students complete the task in pairs.

3 Check the answers by asking different pairs of students to read out each question and answer.

Answers:

2 recommend a boat trip?
3 The best place to see dolphins
4 I suggest that you stay

Dictionary skills

1 Allow time for the students to read the first part of the Dictionary skills box and then ask different students to give examples of each part of speech.

2 Read out the next part and invite students to tell you about *break* (it can be a noun or a verb). If possible, provide students with dictionaries and ask them to look the word up to check.

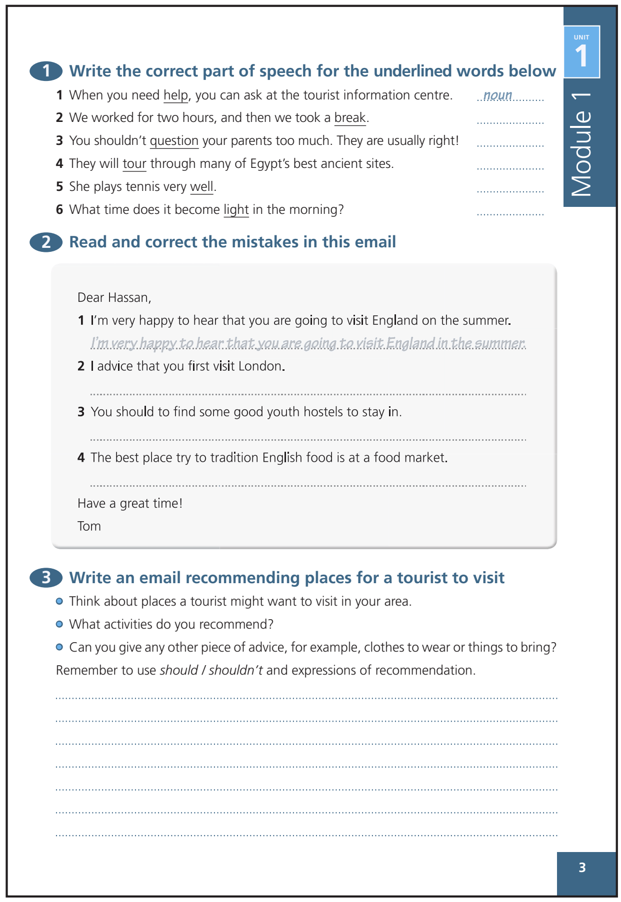
3 Allow time for the students to complete the task in pairs, using dictionaries if possible to check their own answers.

4 Check the answers as a whole class. Invite the students to put each word in different sentences to show the different parts of speech.

Answers:

guide: noun, verb   light: , noun, verb, adjective
question: noun, verb   tour: noun, verb
well: noun, adverb, adjective

WB Page 3



UNIT 1
Module 1

1 Write the correct part of speech for the underlined words below

1 When you need help, you can ask at the tourist information centre. *noun*
2 We worked for two hours, and then we took a break. ....
3 You shouldn't question your parents too much. They are usually right! ....
4 They will tour through many of Egypt's best ancient sites. ....
5 She plays tennis very well. ....
6 What time does it become light in the morning? ....

2 Read and correct the mistakes in this email

Dear Hassan,
1 I'm very happy to hear that you are going to visit England on the summer.
I'm very happy to hear that you are going to visit England in the summer.
2 I advice that you first visit London.
....
3 You should to find some good youth hostels to stay in.
....
4 The best place try to tradition English food is at a food market.
....
Have a great time!
Tom

3 Write an email recommending places for a tourist to visit

- Think about places a tourist might want to visit in your area.
- What activities do you recommend?
- Can you give any other piece of advice, for example, clothes to wear or things to bring?

Remember to use *should / shouldn't* and expressions of recommendation.

3

1 Write the correct part of speech for the underlined words below

1 On the board, write the following: *verb; noun; adjective*. Then elicit several examples for each part of speech, making sure they are in full sentences to show context.

2 Read out the first sentence in exercise 1 and check the students agree that in this sentence *help* is a noun. Ask what else it could be (a verb) and elicit a sentence to show this (e.g. *My mum helped me with my homework*).

3 Students work in pairs to discuss each sentence and note down their answers. Go round and monitor.

4 Check answers, and for each word discuss what other part of speech it could be.

Answers:

2 noun. It could also be a verb (*I've broken my leg*).
3 verb. It could also be a noun (*Ask a question*).
4 verb. It could also be a noun (*We went on a tour*).
5 adverb. It could also be an adjective (*I'm feeling well today*) or a noun (They got some water from the well)..
6 adjective. It could also be a verb (*Please light the fire*) or a noun (*Switch the light on*).

2 Read and correct the mistakes in this email

1 Ask the students to read the example carefully and identify the mistake (*on the summer* should be *in the summer*).
2 Students complete the task in pairs while you go round and monitor.
3 Ask different students to read out each sentence for the class to check their answers.

Answers:

2 I recommend that you first visit London.
3 You should find some good youth hostels to stay in.
4 The best place to try traditional English food is at a food market.

3 Write an email recommending places for a tourist to visit

1 Remind the students of the notes they made in Lesson 3; tell them they will need them for this task.
2 Tell them to read the instructions carefully, and then to reread the text on Student's Book page 1.
3 Allow time for them to plan and write their emails, using their notes and the prompts given. They should start their answer in the Workbook and continue in their notebooks if they need more space. Go round and monitor while they are working, making suggestions where necessary.
4 Ask the students to exchange their work with a partner and check grammar and spelling.

Answers:

Students' own answers

Assessment

Speaking task

Outcome: to ask for and give recommendations

Use SB p3, Functions box

1 Ask the students to imagine a tourist has asked for recommendations about places to eat in your town.
2 In pairs, they discuss ideas and then take turns to ask for and give recommendations. Assess on their use of the expressions in the Functions box.

Reading task

Outcome: to read an email sent to a tourist

Use SB p1, exercise 3 text

1 On the board, write these sentences: *1 There are no youth hostels in Hurghada. 2 If you want to find out about Hurghada, it's best to go to the police station. 3 Salma recommends windsurfing. 4 Salma thinks the best time to see the city is in the afternoon.*
2 Ask the students to read the text again and write down True or False for each sentence.
3 Check answers as a class. Ask students to explain the false answers.

Writing Task

***Outcome: to use* should/shouldn't**

1 Write these prompts on the board: *clothes, souvenirs, public transport.*
2 Ask the students to write some advice to a tourist for each prompt, using *should* or *shouldn't* in each sentence.
3 Invite different students to read out their sentences for the rest of the class to check that the clauses are used correctly.

Listening task

Outcome: to understand a conversation with a tourist

Use the recording for SB p3, exercises 2 and 3

On the board, write the following gapped extract from the last part of the recording:

We also want to go shopping. What's _______ to buy souvenirs? Do you ________ to the bazaar?

Yes, you _________ to the bazaar in the old part of the city. There are lots of crafts to buy there.

That sounds good. Oh, one more thing. __________ to eat near the museum? It's nearly lunchtime and we're really hungry.

2 Ask the students to complete the missing words as they listen to the recording.
3 Students complete the missing words as they listen to the recording.

UNIT 2 Books and reading

SB pages 6–10 WB pages 4–6

Objectives

Grammar

Comparatives and superlatives: *few/fewer/the fewest; little/less/the least*

Reading

A conversation about reading

Listening

Listening to a discussion about a story

Speaking

Discussing a story

Writing

Writing a book review

LESSON 1 SB page 6

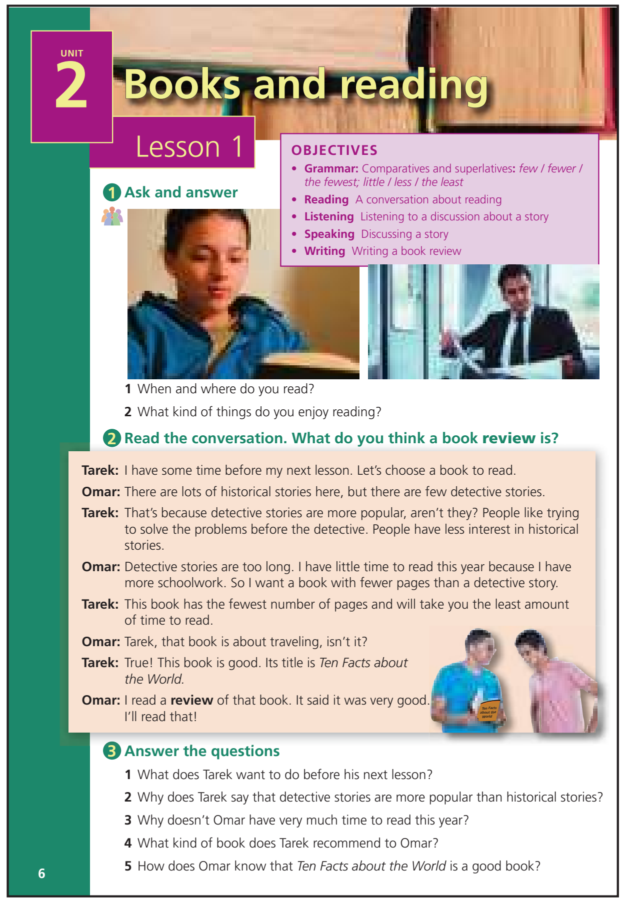
Outcomes

- To talk about reading habits
- To read a conversation about reading, and answer questions

Before using the book:

- Write the title of the unit, *Books and reading*, on the board and ask the students to tell you what they think they will study in the unit.

SB Page 6



UNIT 2 Books and reading

Lesson 1

OBJECTIVES
- **Grammar:** Comparatives and superlatives: *few / fewer / the fewest; little / less / the least*
- **Reading** A conversation about reading
- **Listening** Listening to a discussion about a story
- **Speaking** Discussing a story
- **Writing** Writing a book review

1 Ask and answer

1 When and where do you read?
2 What kind of things do you enjoy reading?

2 Read the conversation. What do you think a book **review** is?

Tarek: I have some time before my next lesson. Let's choose a book to read.
Omar: There are lots of historical stories here, but there are few detective stories.
Tarek: That's because detective stories are more popular, aren't they? People like trying to solve the problems before the detective. People have less interest in historical stories.
Omar: Detective stories are too long. I have little time to read this year because I have more schoolwork. So I want a book with fewer pages than a detective story.
Tarek: This book has the fewest number of pages and will take you the least amount of time to read.
Omar: Tarek, that book is about traveling, isn't it?
Tarek: True! This book is good. Its title is *Ten Facts about the World.*
Omar: I read a **review** of that book. It said it was very good. I'll read that!

3 Answer the questions

1 What does Tarek want to do before his next lesson?
2 Why does Tarek say that detective stories are more popular than historical stories?
3 Why doesn't Omar have very much time to read this year?
4 What kind of book does Tarek recommend to Omar?
5 How does Omar know that *Ten Facts about the World* is a good book?

6

1 Ask and answer

1 Read out the first question and invite one or two students to answer briefly.
2 Students then work in pairs to discuss both questions in more detail. Go round and monitor.
3 Invite different students to share their ideas with the class.

Answers:

Students' own answers

2 Read the conversation. What do you think a book review is?

1 Read out the question and then allow time for the students to read the conversation quickly. Tell them not to worry about understanding every word.
2 Elicit the answer from the class.

Answers:

They are in the library.

3 Answer the questions

1 Ask the students to read the conversation aloud, in pairs. You can explain the new words in red, but encourage students to work out their meaning from context.

2 Students then answer the questions in pairs. Remind them not to worry about any unfamiliar words at this point.

3 Invite different students to give their answers, and to point to the part of the text where they found the information.

4 Ask the students to read the conversation again and identify any words they don't know. Tell them to try to guess their meaning, using the context to help them. Then check the meanings of the words as a whole class.

Answers:

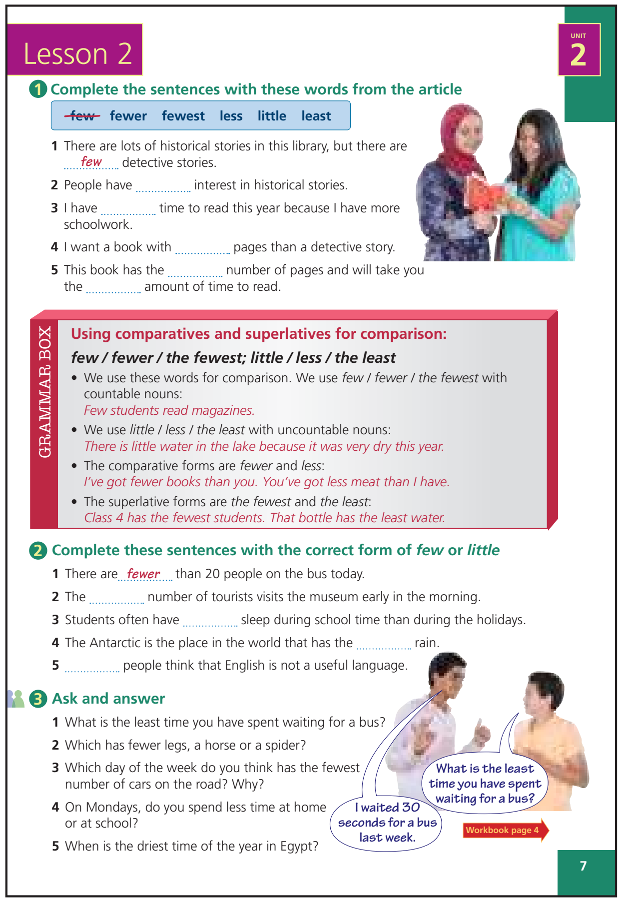
1 He wants to choose a book to read.
2 People like trying to solve the problems before the detective.
3 He has more schoolwork.
4 He recommends a children's book.
5 He read a review of it.

LESSON 2 SB page 7 WB page 4

Outcome

- To use *few, fewer, the fewest and little, less* and *the least* correctly

SB Page 7


Lesson 2

UNIT 2

1 Complete the sentences with these words from the article

~~few~~ fewer fewest less little least

1 There are lots of historical stories in this library, but there are *few* detective stories.
2 People have .... interest in historical stories.
3 I have .... time to read this year because I have more schoolwork.
4 I want a book with .... pages than a detective story.
5 This book has the .... number of pages and will take you the .... amount of time to read.

GRAMMAR BOX

Using comparatives and superlatives for comparison:
few / fewer / the fewest; little / less / the least
- We use these words for comparison. We use *few / fewer / the fewest* with countable nouns:
Few students read magazines.
- We use *little / less / the least* with uncountable nouns:
There is little water in the lake because it was very dry this year.
- The comparative forms are *fewer* and *less*:
I've got fewer books than you. You've got less meat than I have.
- The superlative forms are *the fewest* and *the least*:
Class 4 has the fewest students. That bottle has the least water.

2 Complete these sentences with the correct form of *few* or *little*

1 There are *fewer* than 20 people on the bus today.
2 The .... number of tourists visits the museum early in the morning.
3 Students often have .... sleep during school time than during the holidays.
4 The Antarctic is the place in the world that has the .... rain.
5 .... people think that English is not a useful language.

3 Ask and answer

1 What is the least time you have spent waiting for a bus?
2 Which has fewer legs, a horse or a spider?
3 Which day of the week do you think has the fewest number of cars on the road? Why?
4 On Mondays, do you spend less time at home or at school?
5 When is the driest time of the year in Egypt?

1 Complete the sentences with these words from the article

1 Allow time for the students to read the Grammar box. Go round and answer any queries.

2 Ask the students to look at the example in exercise 1. Then allow time for the students to copy out the remaining sentences and complete the task. Go round and check.

Answers:

2 less	3 little
4 fewer	5 the fewest, the least

2 Complete these sentences with the correct form of *few* or *little*

1 Ask the students to read the example and then complete the task with a partner, referring back to the Grammar box if necessary. Alternatively, you could do this exercise with the whole class.

2 Invite different students to read out the sentences. Ask the rest of the class to say whether they are correct and, if not, to correct them.

Answers:

2 fewest   3 less
4 least   5 Few

3 Ask and answer

1 First, ask the students to read the first question. Then invite two students to read out the speech bubbles.

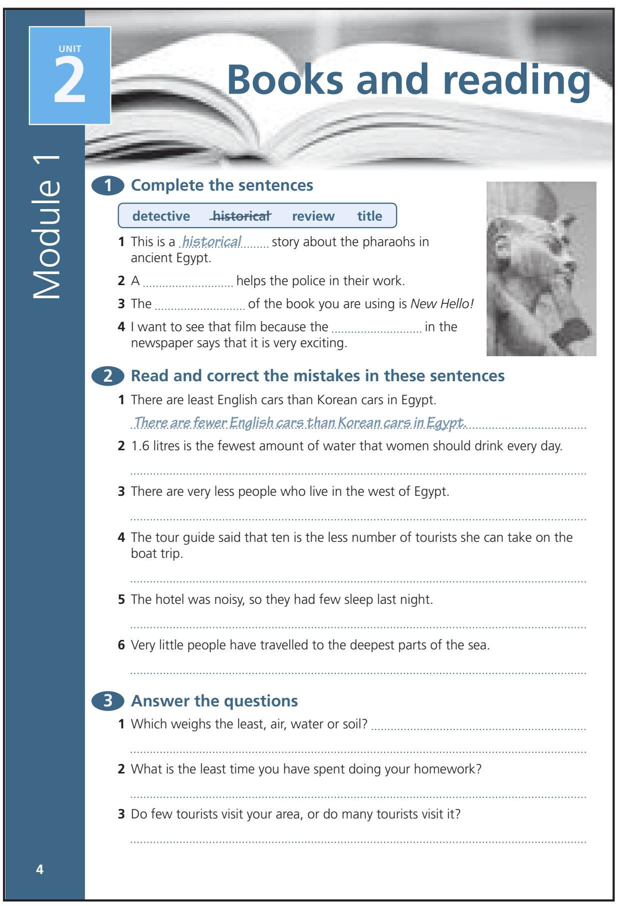
2 Students read the rest of the questions and take turns to ask and answer. They should give a reason for the answer to question 5.

3 Finally, invite different pairs to act out their conversations for the class.

Answers:

1 Students' own answers
2 A horse
3 and 4 Students' own answers
5 Summer is the driest time, because it has the least rain.

✎ WB Page 4



UNIT 2 Books and reading

Module 1

1 Complete the sentences

detective ~~historical~~ review title

1 This is a *historical* story about the pharaohs in ancient Egypt.
2 A .... helps the police in their work.
3 The .... of the book you are using is *New Hello!*
4 I want to see that film because the .... in the newspaper says that it is very exciting.

2 Read and correct the mistakes in these sentences

1 There are least English cars than Korean cars in Egypt.
There are fewer English cars than Korean cars in Egypt.
2 1.6 litres is the fewest amount of water that women should drink every day.
3 There are very less people who live in the west of Egypt.
4 The tour guide said that ten is the less number of tourists she can take on the boat trip.
5 The hotel was noisy, so they had few sleep last night.
6 Very little people have travelled to the deepest parts of the sea.

3 Answer the questions

1 Which weighs the least, air, water or soil? ....
2 What is the least time you have spent doing your homework?
3 Do few tourists visit your area, or do many tourists visit it?

4

1 Complete the sentences

1 Read out the first sentence, completed as the example. Then tell the students to complete the task in pairs. Remind them to read the whole sentence each time before completing it.

2 Check answers by inviting different students to read out the sentences.

Answers:

2 detective
3 title
4 review

2 Read and correct the mistakes in these sentences

1 Read out the first sentence and check the students agree that *fewer* is the correct amendment.

2 Allow time for the students to complete the task and check in pairs.

3 Check answers by asking different students to read out the complete sentences.

Answers:

2 1.6 litres is the **least** amount of water that women should drink every day.
3 There are very **few** people who live in the west of Egypt.
4 The tour guide said that ten is the **least** number of tourists she can take on the boat trip.
5 The hotel was noisy, so they had **little** sleep last night.
6 Very **few** people have travelled to the deepest parts of the sea.

3 Answer the questions

1 Ask two students to read out the questions and discuss ideas as a class.

2 Allow time for the students to complete the task in pairs.

3 Check the answers by asking two students to read out the questions and answers.

Answers:

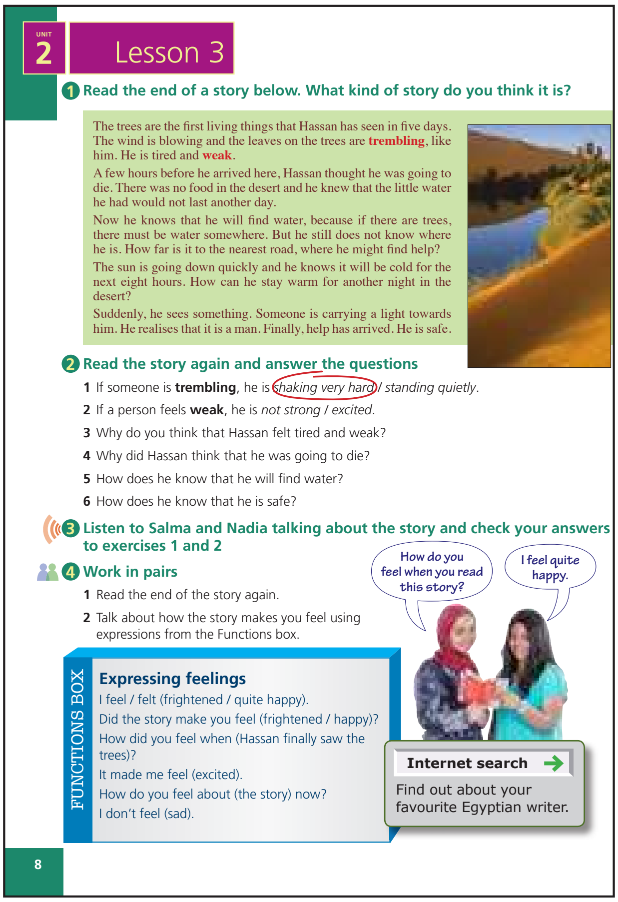
1 air
2 and 3 Students' own answers

LESSON 3 SB page 8

Outcomes

- To read and understand an adventure story
- To practise expressing feelings
- To carry out an internet search about an author

SB Page 8


UNIT 2 Lesson 3

1 Read the end of a story below. What kind of story do you think it is?

The trees are the first living things that Hassan has seen in five days. The wind is blowing and the leaves on the trees are **trembling**, like him. He is tired and **weak**.

A few hours before he arrived here, Hassan thought he was going to die. There was no food in the desert and he knew that the little water he had would not last another day.

Now he knows that he will find water, because if there are trees, there must be water somewhere. But he still does not know where he is. How far is it to the nearest road, where he might find help?

The sun is going down quickly and he knows it will be cold for the next eight hours. How can he stay warm for another night in the desert?

Suddenly, he sees something. Someone is carrying a light towards him. He realises that it is a man. Finally, help has arrived. He is safe.

2 Read the story again and answer the questions

1 If someone is **trembling**, he is *shaking very hard / standing quietly*.
2 If a person feels **weak**, he is *not strong / excited*.
3 Why do you think that Hassan felt tired and weak?
4 Why did Hassan think that he was going to die?
5 How does he know that he will find water?
6 How does he know that he is safe?

3 Listen to Salma and Nadia talking about the story and check your answers to exercises 1 and 2

4 Work in pairs

1 Read the end of the story again.
2 Talk about how the story makes you feel using expressions from the Functions box.

How do you feel when you read this story?

I feel quite happy.

FUNCTIONS BOX

Expressing feelings
I feel / felt (frightened / quite happy).
Did the story make you feel (frightened / happy)?
How did you feel when (Hassan finally saw the trees)?
It made me feel (excited).
How do you feel about (the story) now?
I don't feel (sad).

Internet search
Find out about your favourite Egyptian writer.

8

1 Read the end of the story below. What kind of story do you think it is?

1 Elicit different kinds of story and write them on the board (e.g. action, mystery, comedy).

2 Students look at the picture. Elicit where the story takes place (in the desert).

3 Students read the story and answer the question. Elicit their ideas and ask them to give reasons for their answers. Do not confirm the answer at this point.

2 Read the story again and answer the questions

1 Students read the story again. Tell them not to worry about any words they don't know at this point.

2 Allow time for the students to answer the questions and check in pairs. Do not confirm the answers at this point.

3 Listen to Salma and Nadia talking about the story and check your answers to exercises 1 and 2

1 Explain that Salma and Nadia have read the story and that the students are going to listen to the girls talking about it.

2 Students listen to the recording and check their answers to exercises 1 and 2.

3 Finally, explain the new vocabulary from the text (in red).

Answers:

Exercise 1

It is an adventure story.

Exercise 2

2 If a person feels weak, he/she is not strong.

3 He has been in the desert for five days.

4 He had no food and little water in the desert.

5 Because there are trees there, and they need water.

6 He has seen someone who is carrying a light towards him so he knows that help has arrived. (It is his friend Ahmed.)

Tapescript

Nadia: *Did you like the end of the story?*

Salma: *I'm not sure I understand it. Who is the man with the light? And why does it say that the leaves are trembling? People usually tremble when they feel excited or frightened, not leaves.*

Nadia: *Hassan is trembling because he is tired and weak. He's been in the desert for five days. I don't think the writer is saying that the leaves feel frightened when the wind comes, but they are moving in the same way as Hassan because he is so tired.*

Salma: *How did you feel when Hassan finally saw the trees?*

Nadia: *It made me feel excited! You know that he will find some water because there are trees there, and they need water. We know that he won't die.*

Salma:	*I think it's clever because we think that he will be alone in the desert for another night, but then he sees the light.*
Nadia:	*Why do you think there is a man with a light?*
Salma:	*I think that it's his friend Ahmed. Ahmed knew that Hassan was going in the desert and we know that Ahmed knows the desert very well. So Hassan is safe now.*
Nadia:	*Yes, I think you're right.*
Salma:	*How do you feel about the story now?*
Nadia:	*I feel quite happy! I like adventure stories like this.*

4 Work in pairs

1 Elicit adjectives that describe feelings. Then ask the students to read the Functions box.

2 Ask two students to read out the speech bubbles and explain that they should work in pairs to talk about how the story made them feel. Monitor as they are working, encouraging them to give reasons for their answers.

Answers:

Students' own answers

Internet search

1 Read out the instruction and ask the students who their favourite Egyptian author is.

2 Now tell the students that they are going to do an internet search to find out more about him/her. Students research in class or as homework. Remind them to type the name of the author into a search engine.

3 When they have carried out their research, ask the students to report their findings to the rest of the class.

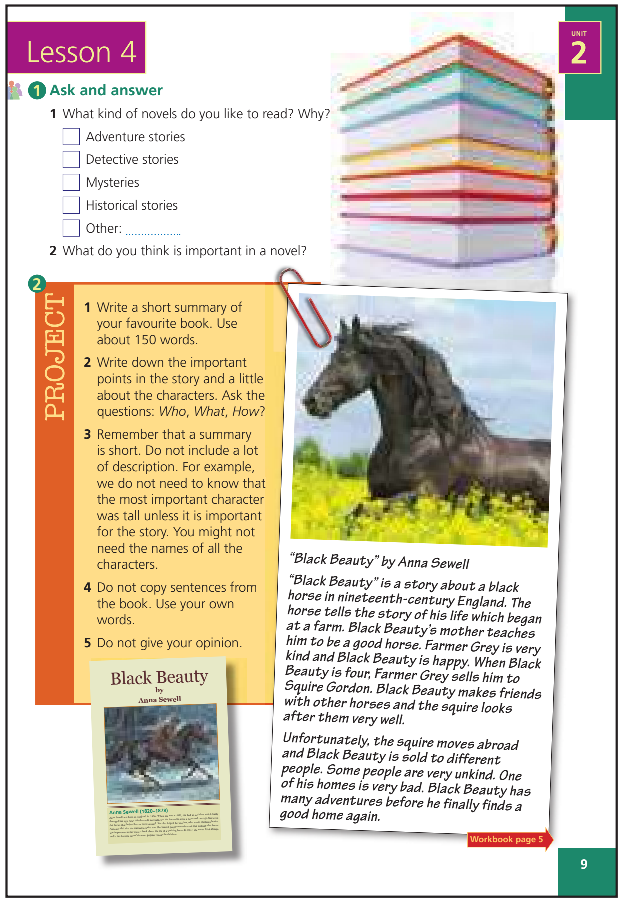
4 As a further activity, the students could write one or two paragraphs about their favourite story that the author has written.

LESSON 4 SB page 9 WB page 5

Outcomes

- To talk about novels
- To read a summary
- To write a summary

SB Page 9


Lesson 4

UNIT 2

1 Ask and answer

1 What kind of novels do you like to read? Why?

- Adventure stories
- Detective stories
- Mysteries
- Historical stories
- Other: ....

2 What do you think is important in a novel?

2 PROJECT

1 Write a short summary of your favourite book. Use about 150 words.

2 Write down the important points in the story and a little about the characters. Ask the questions: *Who, What, How?*

3 Remember that a summary is short. Do not include a lot of description. For example, we do not need to know that the most important character was tall unless it is important for the story. You might not need the names of all the characters.

4 Do not copy sentences from the book. Use your own words.

5 Do not give your opinion.

Black Beauty
by
Anna Sewell

"Black Beauty" by Anna Sewell

"Black Beauty" is a story about a black horse in nineteenth-century England. The horse tells the story of his life which began at a farm. Black Beauty's mother teaches him to be a good horse. Farmer Grey is very kind and Black Beauty is happy. When Black Beauty is four, Farmer Grey sells him to Squire Gordon. Black Beauty makes friends with other horses and the squire looks after them very well.

Unfortunately, the squire moves abroad and Black Beauty is sold to different people. Some people are very unkind. One of his homes is very bad. Black Beauty has many adventures before he finally finds a good home again.

Workbook page 5

9

1 Ask and answer

1 First, ask the students to read the list of genres, and elicit or suggest an example for each.

2 Put the students in pairs. Tell them to take turns to ask each other about each genre and to tick the appropriate boxes for their partner (and add notes for *Other*, if appropriate).

3 Read out the list to the class. Ask the students to raise their hands for each genre their partner likes reading, and to tell you about any other genres mentioned.

4 Read out the second question and elicit ideas from the whole class.

Answers:

Students' own answers

2 Project

1 Tell the students they are going to write a summary of a book. Allow time for them to read all the instructions carefully.

2 Brainstorm books that the students might like to summarise and write suggestions on the board.

You could then put the students in pairs or small groups with people who choose the same book.

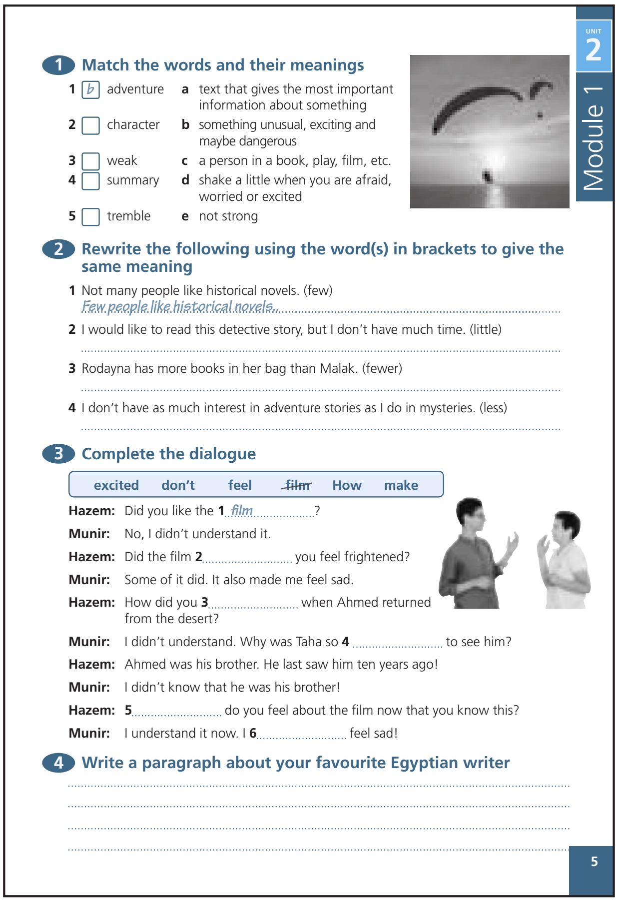
3 Tell the students to read the summary of *Black Beauty*, and to use it as a model.

4 Students plan their summaries, together or individually, referring to the instructions. Go round and offer help where necessary.

5 Students then write their summaries. Go round and check them.

6 Ask volunteers to read out their summaries to the class.

✎ WB Page 5


UNIT 2

Module 1

1 Match the words and their meanings

1 [b] adventure — a text that gives the most important information about something
2 [ ] character — b something unusual, exciting and maybe dangerous
3 [ ] weak — c a person in a book, play, film, etc.
4 [ ] summary — d shake a little when you are afraid, worried or excited
5 [ ] tremble — e not strong

2 Rewrite the following using the word(s) in brackets to give the same meaning

1 Not many people like historical novels. (few)
Few people like historical novels.
2 I would like to read this detective story, but I don't have much time. (little)
....
3 Rodayna has more books in her bag than Malak. (fewer)
....
4 I don't have as much interest in adventure stories as I do in mysteries. (less)
....

3 Complete the dialogue

excited don't feel ~~film~~ How make

Hazem: Did you like the **1** *film*?
Munir: No, I didn't understand it.
Hazem: Did the film **2** .... you feel frightened?
Munir: Some of it did. It also made me feel sad.
Hazem: How did you **3** .... when Ahmed returned from the desert?
Munir: I didn't understand. Why was Taha so **4** .... to see him?
Hazem: Ahmed was his brother. He last saw him ten years ago!
Munir: I didn't know that he was his brother!
Hazem: **5** .... do you feel about the film now that you know this?
Munir: I understand it now. I **6** .... feel sad!

4 Write a paragraph about your favourite Egyptian writer

....

5

1 Match the words and their meanings

1 Read out the first word and check the students agree that *b* is the matching definition (given as the example).

2 Allow time for the students to complete the task. Then check the answers as a whole class.

Answers:

2 c 3 e 4 a 5 d

2 Rewrite the following using the word(s) in brackets to give the same meaning

1 Read out the first answer.

2 Students rewrite the sentences individually. Go round and monitor.

3 Invite different students to give answers to the class.

Answers:

2 I would like to read this detective story, but I have little time.
3 Malak has fewer books than Rodayna.
4 I have less interest in adventure stories than in mysteries.

3 Complete the dialogue

1 Ask a student to read out the first line in the dialogue, completed as the example.

2 Allow time for the students to complete the task and then compare answers in pairs.

3 Check the answers by asking two students to read out the completed dialogue.

Answers:

2 make 3 feel 4 excited 5 How 6 don't

4 Write a paragraph about your favourite Egyptian writer

1 First, brainstorm the names of Egyptian authors, and write them on the board. Prompt a short discussion about each one to encourage ideas for their writing. Ask the students about the information they found in the Internet search in Lesson 3.

2 Allow time for the students to plan and write their paragraphs. They should start their answer in the Workbook and continue in their notebooks if they need more space. Go round and check, offering help where necessary.

3 Ask the students to exchange their work with a partner and check grammar and spelling.

4 Invite volunteers to read their paragraphs out to the class.

REVIEW	SB page 10 WB page 6

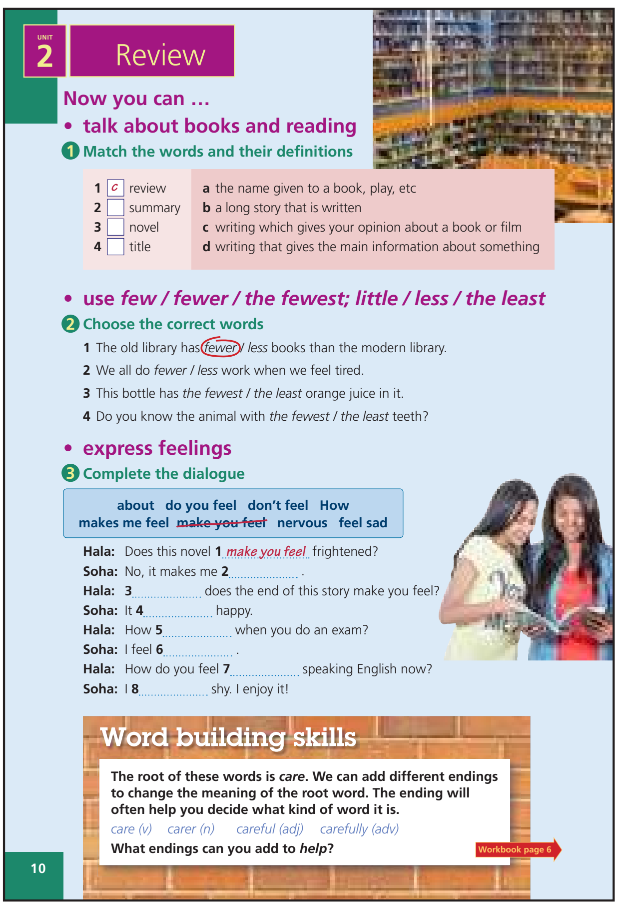
Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise using *few/fewer/the fewest; little/less/the least*
- To practise expressing feelings
- To develop word building skills

Before using the book:

- Write *Books and reading* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

SB Page 10



UNIT 2 Review

Now you can …

- talk about books and reading

1 Match the words and their definitions

1 [c] review	a the name given to a book, play, etc
2 [ ] summary	b a long story that is written
3 [ ] novel	c writing which gives your opinion about a book or film
4 [ ] title	d writing that gives the main information about something

- use *few / fewer / the fewest; little / less / the least*

2 Choose the correct words

1 The old library has *fewer* / *less* books than the modern library.
2 We all do *fewer* / *less* work when we feel tired.
3 This bottle has *the fewest* / *the least* orange juice in it.
4 Do you know the animal with *the fewest* / *the least* teeth?

- express feelings

3 Complete the dialogue

about do you feel don't feel How makes me feel ~~make you feel~~ nervous feel sad

Hala: Does this novel **1** *make you feel* frightened?
Soha: No, it makes me **2**.......... .
Hala: **3**.......... does the end of this story make you feel?
Soha: It **4**.......... happy.
Hala: How **5**.......... when you do an exam?
Soha: I feel **6**.......... .
Hala: How do you feel **7**.......... speaking English now?
Soha: I **8**.......... shy. I enjoy it!

Word building skills

The root of these words is *care*. We can add different endings to change the meaning of the root word. The ending will often help you decide what kind of word it is.
care (v) carer (n) careful (adj) carefully (adv)
What endings can you add to *help*?

Workbook page 6

10

1 Match the words and their definitions

1 Read out the first word and check the students agree that *c* is the matching definition (given as the example).
2 Allow time for the students to complete the task and then check the answers as a whole class.

Answers:

2 d   3 b   4 a

2 Choose the correct words

1 Read out the first sentence, completed as the example.
2 Remind the students to refer back to the Grammar box (on page 7) if necessary. Then tell them to complete the task. Go round and offer help as required.
3 Check answers by inviting different students to read out the sentences with the correct words.

Answers:

2 less
3 the least
4 the fewest

3 Complete the dialogue

1 Ask a student to read out the first sentence in the dialogue, completed as the example.
2 Allow time for the students to complete the task and then compare answers in pairs.
3 Check the answers by asking two students to read out the completed dialogue.

Answers:

2 feel sad
3 How
4 makes me feel
5 do you feel
6 nervous
7 about
8 don't feel

Word building skills

1 Ask students to read the Word building skills box carefully. You could then ask the students to make sentences containing each word.
2 In pairs, students think of different endings for the root word *help*. If dictionaries are available, encourage their use.
3 Elicit their answers and write them on the board. Again, you could ask the students to make

sentences containing each word.

Answers:

The same endings can be added to *help* as to *care*:
helper helpful helpfully

✎ WB Page 6

UNIT 2

Module 1

1 Complete the sentences using the correct form of the words in brackets

1 Mazin's mother is a *carer* (*care*). She helps people who are very old.

2 There were eggs in the box, so we were very .... (*care*) with it.

3 Ahmed drove very .... (*care*) after he passed his driving test.

2 Choose the correct words to complete the book review

You have heard of the writer, Daniel Defoe, **1** *don't* / *haven't* you? One of my favourite **2** *novels* / *characters* by Daniel Defoe is a book called *Robinson Crusoe*. It is about a boy who wants to become a sailor. When he grows up, he travels to many countries and has many **3** *adventures* / *troubles*. His boat sinks and he lives for many years on **4** *an island* / *a valley*. I liked the **5** *describe* / *description* of how he finds food and a place to live. Finally, Crusoe meets some other people and returns to England. Some of the story **6** *did* / *made* me feel sad, but at the end I felt happy. It was a very **7** *enjoyed* / *enjoyable* story and the **8** *characters* / *experts* are wonderful.



Daniel Defoe

3 Write a book review

- Choose a book you like or know well.
- Write a short description of the story.
- Say which parts of the story you like or don't like.
- Say how the book makes you feel.

Remember that in a review, it is important to include your opinion.



6

1 Complete the sentences using the correct form of the words in brackets

1 Read out the instructions, and tell the students that they have to change the words in brackets to nouns, adjectives or adverbs.

2 Read out the first sentence, completed as the example. Elicit what kind of word *carer* is (a noun).

3 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.

4 You could ask the students to say what kind of word each answer is.

Answers:

2 careful (adjective)
3 carefully (adverb)

2 Choose the correct words to complete the book review

1 Tell the students to read the whole text quickly, without worrying about the correct answers.

2 They then work in pairs to choose the correct words. Go round and monitor.

3 Finally, invite different students to read out the complete text, sentence by sentence.

Answers:

2 novels
3 adventures
4 an island
5 description
6 made
7 enjoyable
8 characters

3 Write a book review

1 Read out the instructions and then invite the class to suggest suitable books.

2 Students either choose a book and work alone, or work with a partner who has chosen the same book. Allow time for them to plan what to write. Tell them to reread the review in exercise 2. Remind them that when they describe the story, they should use the present simple tense.

3 Allow time for the students to write their reviews. They should start their answers in the Workbook and continue in their notebooks if they need more space. Go round and monitor while they are working, making suggestions where necessary and making sure they follow all the instructions.

4 Ask the students to exchange their work with a partner and check grammar and spelling.

5 Invite volunteers to read out their reviews to the class.

Answers:

Students' own answers

Assessment

Speaking task

Outcome: to express feelings

Use SB p8, Functions box

1 Ask the students to reread the Functions box and then close their books.

2 While they are reading, write some or all of the following topics on the board:

My first day at school   Going to the beach   Music   Meeting friends   Exams   Sport

3 Put the students in pairs or small groups and ask them to choose three of the topics.

4 They then take it in turns to ask and answer, for example, *How did you feel on your first day at school? Does going to the beach make you feel happy?* Go round and monitor. Let them consult their books if necessary, but encourage them not to. Assess them on their use of expressions in the Functions box.

Reading task

Outcome: to read a conversation about reading

Use SB p6, exercise 2 text

1 On the board, write these sentences: *1 Tarek wants to find a new book to read. 2 There are lots of comedy novels in the library. 3 Omar likes detective stories. 4 Tarek likes short books. 5 Omar thinks that* Around the World in 80 Days *will be a good book.*

2 Ask the students to read the text again and write down *True (T), False (F)* or *Doesn't Say (DS)* for each sentence.

3 Check answers as a class.

Writing task

***Outcome: To practise using* few/fewer/fewest; less/little/least**

Use SB p7, Grammar box.

1 On the board, write the following:

1 _______ students in my class like detective books. Most people prefer adventure stories.

2 I've got _______ bread than you! Could I have some more, please?

3 Our new house has _______ rooms than our old house, but they're bigger.

4 There's _______ water left in the jug. Could you fill it up, please?

5 li does the _______ work of anyone in the class, but his results are excellent.

6 I've read the _______ books of anyone in my class. I should try to read more.

2 Elicit the correct word to complete the first sentence *(Few)*. Then ask students to complete the rest of the sentences.

3 In pairs, students complete all the sentences. Go round and check.

Listening task

Outcome: to understand a conversation about a story

Use the recording for SB p8, exercise 3

1 On the board, write the following incomplete extracts from the recording:

1 Why does it say that the leaves are _______?

2 I don't think the writer is saying that the leaves feel _______.

3 Hassan is trembling because he is tired and _______.

4 It made me feel _______!

5 I feel quite _______!

2 Play the recording, pausing as necessary, and ask the students to complete the extracts with the missing words.

3 Check answers and play it again if necessary.

UNIT 3

Festivals and special days

SB pages 11–15 WB pages 7–9

Objectives

Grammar
Present and past simple passive
Reading
Reading a website article about a festival
Listening
Listening to a description of a festival
Speaking
Sequencing events in a festival
Writing
Writing an email about a special day

LESSON 1 SB page 11

Outcomes

- To read about spring festivals
- To answer questions about a website article

Before using the book:

- Write the title of the unit, *Festivals and special days*, on the board and ask the students to tell you what they think this means and what they will study in the unit. Confirm any correct answers.
- Ask the students to name festivals and special days that are celebrated in Egypt. Which ones are their favourites? Why?

SB Page 11



Festivals and special days

UNIT 3

Lesson 1

OBJECTIVES
- **Grammar** Present and past simple passive
- **Reading** Reading a website article about a festival
- **Listening** Listening to a description of a festival
- **Speaking** Sequencing events in a festival
- **Writing** Writing an email about a special day

1 Ask and answer

How do you know when it is the start of spring?

2 Match the words and their definitions

1 *e* celebrate	a an important day with lots of activities
2 ☐ festival	b without having to pay any money
3 ☐ free	c better or more important than usual
4 ☐ special	d be a sign for something
5 ☐ represent	e enjoy activities on an important day

3 Read the website article and check your answers to exercise 1

Spring festivals

Spring is **celebrated** in different ways all over the world. It is a very **special** time of the year. In Egypt, Sham el-Nessim was first held to celebrate the start of spring nearly 4,000 years ago.

In Japan, people celebrate when small flowers first appear on thousands of trees across the country. People go outside and have picnics under the trees with their friends and family.

In the town of Zenica in Bosnia, people have a **festival** of eggs in spring. Hundreds of eggs are cooked in a big pan for breakfast and these are given to all the people of the town for **free.**

In Australia, the start of spring is celebrated in September! In the city of Canberra, there is a month-long flower festival to celebrate spring. You can see about a million beautiful flowers in the city's main park, and you can also listen to music.

Why do so many countries celebrate spring? The flowers and eggs all **represent** the new life that we can start to enjoy after the winter months have ended.

4 Answer the questions

1 When do people in Japan start to celebrate spring?
2 What do they do to celebrate, and who do they do it with?
3 Do people have to buy breakfast at Bosnia's festival of eggs? Why? / Why not?
4 What can you see and do at the flower festival in Australia?

11

1 Ask and answer

1 Draw attention to the Objectives box on page 11, which refers to the objectives of the unit, and explain in Arabic if necessary.

2 Read out the question and ask students to discuss it in small groups. Invite them to share their ideas and tell them that they will find out more about the beginning of spring in different places when they read the text.

2 Match the words and their definitions

1 Read out the first word and check the students agree that *e* is the matching definition (given as the example).

2 Allow time for the students to complete the task and then check the answers as a whole class.

Answers:

2 a 3 b 4 c 5 d

3 Read the website article and check your answers to exercise 1

1 Students read the text quickly, without worrying about every word.

2 Elicit the answer to the question in exercise 1 about the different countries mentioned in the text.

Answers:

It is celebrated in different ways around the world, often when flowers appear on trees for the first time in the year.

4 Answer the questions

1 Ask the students to read the questions and then allow time for them to read the text more slowly, and to find the answers.

2 When they have finished, ask them to check their answers with a partner before checking them orally as a whole class. Encourage them to use complete sentences.

3 Ask the students to read the text again and identify any words they don't know. Tell them to try to guess their meaning, using the context to help them. Then check the meanings of the words as a whole class.

Answers:

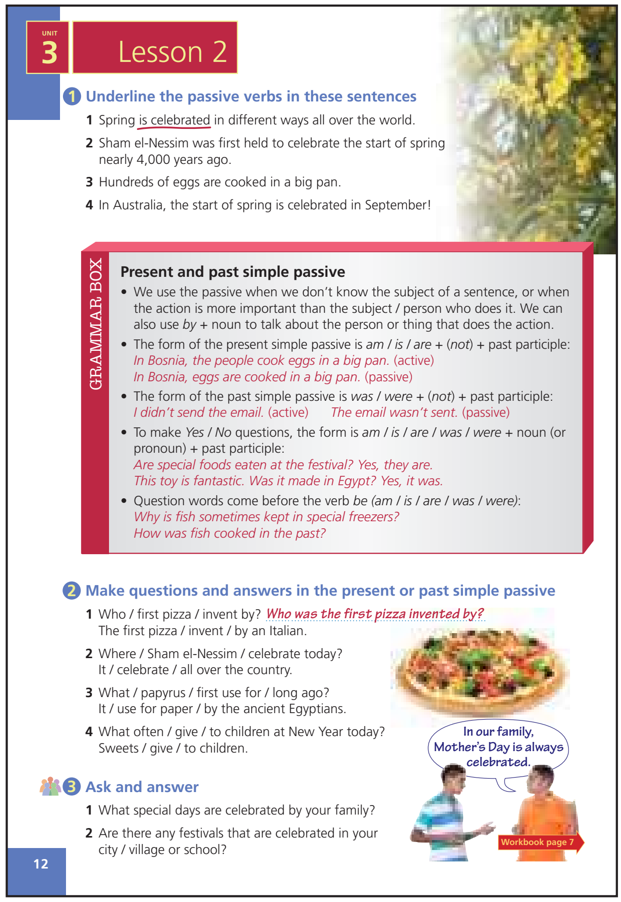
1 When small flowers first appear on cherry trees across the country
2 They go outside and have picnics under the trees with their friends and family.
3 No, because eggs are cooked and given to all the people in the town for free.
4 You can see a million beautiful flowers in the city's main park and you can listen to music.

LESSON 2 SB page 12 WB page 7

Outcomes

- To use the present and past simple passive correctly
- To talk about festivals and special days

SB Page 12



UNIT 3 Lesson 2

1 Underline the passive verbs in these sentences

1 Spring is celebrated in different ways all over the world.
2 Sham el-Nessim was first held to celebrate the start of spring nearly 4,000 years ago.
3 Hundreds of eggs are cooked in a big pan.
4 In Australia, the start of spring is celebrated in September!

GRAMMAR BOX

Present and past simple passive

- We use the passive when we don't know the subject of a sentence, or when the action is more important than the subject / person who does it. We can also use *by* + noun to talk about the person or thing that does the action.
- The form of the present simple passive is *am / is / are* + (*not*) + past participle:
  In Bosnia, the people cook eggs in a big pan. (active)
  In Bosnia, eggs are cooked in a big pan. (passive)
- The form of the past simple passive is *was / were* + (*not*) + past participle:
  I didn't send the email. (active) *The email wasn't sent.* (passive)
- To make *Yes / No* questions, the form is *am / is / are / was / were* + noun (or pronoun) + past participle:
  Are special foods eaten at the festival? Yes, they are.
  This toy is fantastic. Was it made in Egypt? Yes, it was.
- Question words come before the verb *be (am / is / are / was / were)*:
  Why is fish sometimes kept in special freezers?
  How was fish cooked in the past?

2 Make questions and answers in the present or past simple passive

1 Who / first pizza / invent by? *Who was the first pizza invented by?*
The first pizza / invent / by an Italian.
2 Where / Sham el-Nessim / celebrate today?
It / celebrate / all over the country.
3 What / papyrus / first use for / long ago?
It / use for paper / by the ancient Egyptians.
4 What often / give / to children at New Year today?
Sweets / give / to children.

3 Ask and answer

1 What special days are celebrated by your family?
2 Are there any festivals that are celebrated in your city / village or school?

12

1 Underline the passive verbs in these sentences

1 Read out the first sentence. Explain that *is celebrated* is the passive form of the verb, in the present simple tense.

2 Elicit or explain why the passive is used here (it is not so important who celebrates the festival – the important part of the sentence is the festival itself).

3 Elicit or explain how the passive is formed in this example (*be* in the present simple, then the past participle of the verb *celebrate*).

4 Now allow time for the students to read the Grammar box. Go round and answer any queries.

5 Ask the students to copy sentences 1–4 from exercise 1 into their notebooks and underline the passive verbs.

Answers:

2 Sham el-Nessim was first held to celebrate the start of spring nearly 4,000 years ago.
3 Hundreds of eggs are cooked in a big pan.
4 In Australia, the start of spring is celebrated in September!

6 Ask the students to tell you the tense of each passive verb, and to explain how they know (by looking at the tense of the verb *be*, before the past participle). The tenses are: 1 present simple; 2 past simple; 3 present simple; 4 present simple.

2 Make questions and answers in the present or past simple passive

1 Call out some of the verbs needed for this exercise for the students to reply with their past participles *(invent, invented; celebrate, celebrated; use, used; give, given)*.
2 Students then read the example and complete the rest of the questions and answers with a partner, referring back to the Grammar box if necessary.
3 Invite different students to read out the questions and answers. Ask the rest of the class to say whether they are correct and, if not, to correct them.

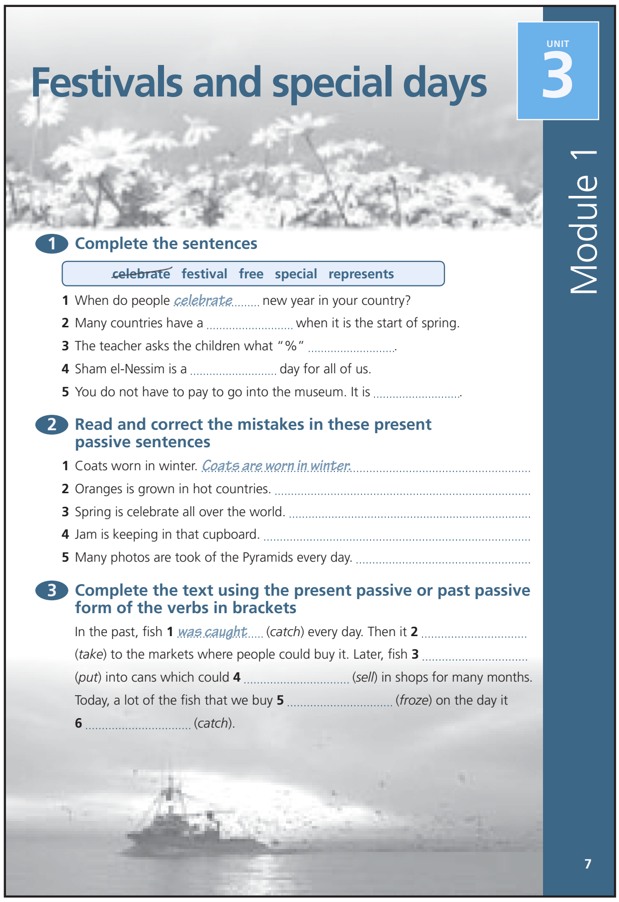
Answers:

1 The first pizza was invented by an Italian.
2 Where is Sham el-Nessim celebrated today? It is celebrated all over the country.
3 What was papyrus first used for long ago? It was used for paper by the ancient Egyptians.
4 What is often given to children at New Year today? Sweets are given to children.

3 Ask and answer

1 Read out the first question and invite different students to tell the class about the special days their families celebrate.
2 In small groups, students ask and answer the questions; go round and listen, offering prompts where necessary.
3 Finally, invite different students to tell the class about what the other students in their group have told them.

WB Page 7


Festivals and special days

UNIT 3

Module 1

1 Complete the sentences

~~celebrate~~ festival free special represents

1 When do people *celebrate* new year in your country?
2 Many countries have a .... when it is the start of spring.
3 The teacher asks the children what "%" ....
4 Sham el-Nessim is a .... day for all of us.
5 You do not have to pay to go into the museum. It is ....

2 Read and correct the mistakes in these present passive sentences

1 Coats worn in winter. *Coats are worn in winter.*
2 Oranges is grown in hot countries. ....
3 Spring is celebrate all over the world. ....
4 Jam is keeping in that cupboard. ....
5 Many photos are took of the Pyramids every day. ....

3 Complete the text using the present passive or past passive form of the verbs in brackets

In the past, fish **1** *was caught* (*catch*) every day. Then it **2** .... (*take*) to the markets where people could buy it. Later, fish **3** .... (*put*) into cans which could **4** .... (*sell*) in shops for many months. Today, a lot of the fish that we buy **5** .... (*froze*) on the day it **6** .... (*catch*).

7

1 Complete the sentences

1 Read out the example and check that the students agree that *celebrate* is the correct answer.
2 Students complete the task in pairs. If dictionaries are available, encourage their use.
3 Check answers.

Answers:

2 festival
3 represents
4 special
5 free

2 Read and correct the mistakes in these present passive sentences

1 Ask the students to read the example carefully and identify the mistake (the correct form of *be*, in this case *are*, is missing).
2 Students complete the task in pairs while you go round and monitor.
3 Ask different students to read out each sentence for the class to check their answers. For each sentence, ask them to explain the mistake.

Answers:

2 Oranges **are** grown in hot countries. (plural form of *be*, not singular)

3 Spring is **celebrated** all over the world. (*celebrated*, not *celebrate*)

4 Jam is **kept** in that cupboard. (past participle not present continuous)

5 Many photos are **taken** of the Pyramids every day. (past participle, not past simple)

3 Complete the text using the present passive or past passive form of the verbs in brackets

1 Ask the students to read the example sentence and check that they understand what to do.

2 The students complete the exercise individually and check their answers in pairs. Go round and monitor.

3 Then check the answers as a whole class. Ask different students to read out each sentence.

Answers:

2 was taken

3 was put

4 be sold

5 is frozen

6 is caught

LESSON 3 SB page 13

Outcomes

- To listen to a description of a festival
- To use sequencing words to describe a special day
- To carry out an internet search about the longest day of the year

SB Page 13



Lesson 3

UNIT 3

1 Ask and answer

What is your favourite festival of the year?

2 Match these sentences about Chinese New Year with the pictures

1 *b* There are **parades**, where people wear colourful **costumes**.

2 At 12 o'clock, there are fireworks and the sky is filled with colours. It's very noisy!

3 We **decorate** our homes with red paper **lanterns**.

3 Listen to Li describing Chinese New Year. Who do young people visit on the first day of the new year?

4 Listen again. Are these sentences true (*T*) or false (*F*)?

1 *T* Chinese New Year is an important festival in China.

2 After the houses are decorated, they are cleaned.

3 New Year's dinner is usually fish.

4 The red envelopes that children are given contain messages.

5 The first thing that happens on New Year's Day is fireworks.

6 At midday, there are parades.

5 Work in pairs

a Think of a special day that you celebrate or have celebrated.

b Describe and order the events on that day for your partner.

First of all, we go shopping for special food.

FUNCTIONS BOX

Using sequencing words

First of all, (we clean our houses).
Next, (we decorate our homes).
Afterwards, (many people go shopping).
After / Before / At (dinner, children are given envelopes).
At midnight / midday (there are fireworks).
The next day / morning / afternoon, (we wear our new clothes).

Internet search

Find out which countries celebrate the longest day of the year, and what they do on this day.

13

1 Ask and answer

1 Read out the question and encourage a short class discussion. Ask the students to say why they enjoy their chosen festivals.

2 Match these sentences about Chinese New Year with the pictures

1 Ask the students to look at the pictures and say what they can see. They then complete the exercise by matching the pictures and locations.

2 Read out the first sentence and ask the students to match it with the correct picture *(b)*. Check that they understand *parade* and *costume*.

3 Repeat with sentences 2 and 3, checking the students' understanding of decorate and *lanterns*.

Answers:

2 a 3 c

3 Listen to Li describing Chinese New Year. Who do young people visit on the first day of the new year?

1 Tell the students that they are going to hear someone called Li talking about Chinese New

Year and how it is celebrated. Read out the question and then play the recording.

2 Read out the question again and elicit the answer from the class.

Tapescript

Li: My name's Li. I'm from China. My favourite festival is New Year. It lasts for about eight days. It's the most important festival for Chinese people and we start preparing for it a week before it starts. First of all, we clean our houses. We sweep and wash all the floors, doors and windows. Next, we decorate our homes with red paper lanterns. Afterwards, many people go shopping for new red clothes.

There is always a special meal on the night before New Year's Day. Relatives come from far away to join their families. Lots of special New Year food is eaten, but the most important food is usually fish. Dinner is usually eaten at home, not often in a restaurant. After dinner, children are given red envelopes with some money inside by their parents. At midnight, there are fireworks and the sky is filled with colour and noise.

The next morning, on the first day of the new year, we wear our new clothes and say congratulations to our friends and neighbours. Traditionally, young people visit older people to say Happy New Year to them. At midday, there are parades where people dress up in colourful costumes. Some people wear huge lion costumes, too.

Answers:

They visit older people to say Happy New Year to them.

4 Listen again. Are these sentences true *(T)* or false *(F)*?

1 Ask the students what they remember from the recording they have just heard.

2 Allow time for them to read the six sentences. Tell them they are going to hear the recording again and that they should not start the task until it is finished.

3 Play the recording for the students to listen and then write their answers.

4 Check answers as a whole class. If necessary, play the recording again.

Answers:

2 F (They clean the houses first.)
3 F (It is usually eaten at home.)
4 F (They usually contain money.)
5 T (They start at midnight.)
6 T

5 Work in pairs

1 Students choose a special day that their families celebrate.

2 Tell them to read the Functions box. Then invite one or two confident students to tell the class about the sequence of events on the special day that they have chosen, using the example to help.

3 In pairs, students tell each other about their special days. Go round and listen, making sure they use expressions from the Functions box.

4 Finally, invite some different students to tell the class about their special days.

Internet search

1 Ask the students when the longest day of the year is in Egypt.

2 Now tell the students that they are going to do an internet search to find out which countries celebrate the longest day of the year and what they do on this day.

3 Ask them to look at the Internet search box and elicit what they should type into the search engine, for example, *longest day celebrations*. This can be done in class if there are enough resources, or as homework. You could also ask them to choose one country to tell the rest of the class about.

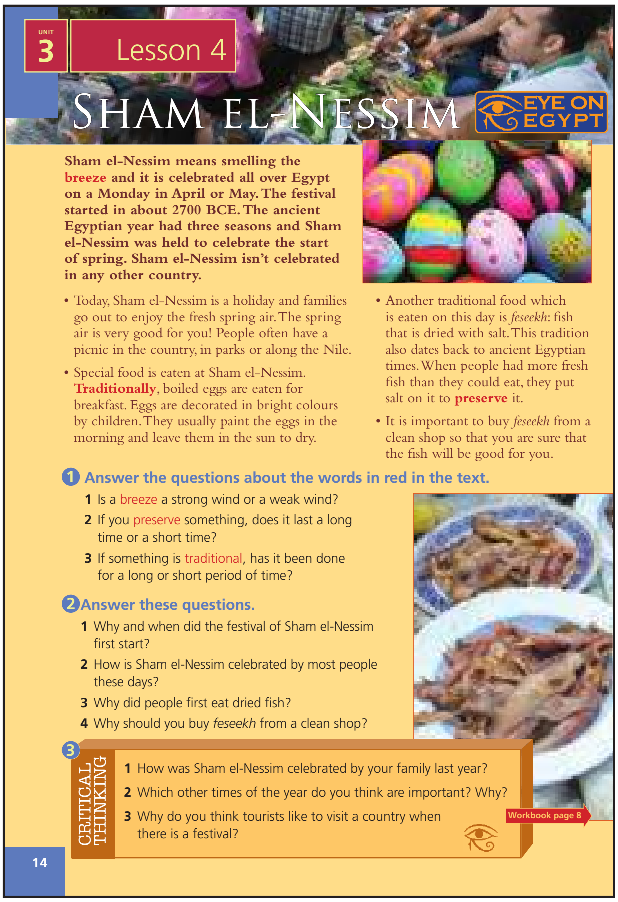
4 Ask the students to report their findings to the rest of the class.

LESSON 4 SB page 14 WB page 8

Outcomes

- To learn about Sham el-Nessim
- To use critical thinking skills to discuss festivals

SB Page 14



UNIT 3 Lesson 4

SHAM EL-NESSIM

EYE ON EGYPT

Sham el-Nessim means smelling the breeze and it is celebrated all over Egypt on a Monday in April or May. The festival started in about 2700 BCE. The ancient Egyptian year had three seasons and Sham el-Nessim was held to celebrate the start of spring. Sham el-Nessim isn't celebrated in any other country.

- Today, Sham el-Nessim is a holiday and families go out to enjoy the fresh spring air. The spring air is very good for you! People often have a picnic in the country, in parks or along the Nile.
- Special food is eaten at Sham el-Nessim. **Traditionally**, boiled eggs are eaten for breakfast. Eggs are decorated in bright colours by children. They usually paint the eggs in the morning and leave them in the sun to dry.
- Another traditional food which is eaten on this day is *feseekh*: fish that is dried with salt. This tradition also dates back to ancient Egyptian times. When people had more fresh fish than they could eat, they put salt on it to **preserve** it.
- It is important to buy *feseekh* from a clean shop so that you are sure that the fish will be good for you.

1 Answer the questions about the words in red in the text.

1 Is a breeze a strong wind or a weak wind?
2 If you preserve something, does it last a long time or a short time?
3 If something is traditional, has it been done for a long or short period of time?

2 Answer these questions.

1 Why and when did the festival of Sham el-Nessim first start?
2 How is Sham el-Nessim celebrated by most people these days?
3 Why did people first eat dried fish?
4 Why should you buy *feseekh* from a clean shop?

3 CRITICAL THINKING

1 How was Sham el-Nessim celebrated by your family last year?
2 Which other times of the year do you think are important? Why?
3 Why do you think tourists like to visit a country when there is a festival?

Workbook page 8

14

1 Answer the questions about the words in red in the text

1 Ask the students what they know about the Sham el-Nessim festival. Ask whether they know when the festival was first celebrated and why people eat the traditional food that is eaten during the festival. Tell them that they will find out later.

2 Students read the text. Tell them not to worry about any words they don't know at this point. Check their answers.

3 Students then look at the words in red. Ask them what they think the words mean. They then answer the questions. Remind them to read the sentences around the words in red in order to understand their meaning.

4 Check answers as a whole class.

Answers:

1 It is a weak wind.
2 It lasts a long time.
3 It has been done for a long period of time.

2 Answer these questions

1 Students answer questions 1–4, looking back at the text where necessary.

2 Check answers as a whole class.

3 Ask students whether there were any words in the text that they didn't understand. Encourage them to work out the meaning from context before confirming their ideas.

Answers:

1 To celebrate the start of spring; in 2700 BCE.
2 People have picnics and eat traditional food. Children decorate eggs.
3 They preserved it because they had more fresh fish than they could eat.
4 So you are sure that the fish will be good for you.

3 Critical thinking

1 Put the students into small groups to discuss the first question.

2 Monitor as they are working, helping where necessary.

3 Invite different groups to share their ideas, before holding a short class discussion.

4 Repeat with the second question.

Example answers:

1 and 2 Students' own answers
3 So that they can experience part of a different culture.

WB Page 8

UNIT 3

Module 1

1 Answer the questions

1 What kind of food can you *preserve* with salt?

....

2 Are *costumes* clothes that you wear every day or clothes that you wear for special days?

....

3 Do you use *lanterns* to see at night or to keep warm during the day?

....

4 Is *midnight* the minute after 11.59 a.m. or the minute after 11.59 p.m.?

....

5 Are there many or a few people in a *parade*?

....

2 Complete the sentences with words from exercise 1

1 The children wore historical *costumes*....... for the school play.
2 Many people like to freeze food to .... it.
3 At ...., there were fireworks to welcome the new year.
4 We walked up the street in a .... to celebrate the start of spring.
5 There was no electricity on the farm, so the farmer used .... so that he could read.

3 Complete the text about Thanksgiving Day in Canada

Afterwards At Next next day ~~of all~~

First **1** *of all*................, a large bird and special food are bought at the shops and cooked. **2** .... we play or watch a game of American football. **3** ...., many people go on a parade, with balloons and music. **4** .... dinner, we eat the bird and say thank you for all the good things in our life. The **5** ...., we give money or food to poor people.





8

1 Answer the questions

1 Read out the first question and the example answer.

2 The students complete the exercise individually and check their answers in pairs. Then check the answers as a whole class.

Answers:

2 They are clothes you wear for special days.
3 You use them to see at night.
4 It is the minute after 11.59 p.m.
5 There are many people.

2 Complete the sentences with words from exercise 1

1 Ask the students to look at the example and elicit what they have to do (they have to use the words in italics in exercise 1).

2 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.

Answers:

2 preserve
3 midnight
4 parade
5 lanterns

3 Complete the text about Thanksgiving Day in Canada

1 Ask the students to read the text quickly without worrying about the gaps.

2 Then allow time for them to complete the task and check in pairs.

3 Check the answers as a whole class.

Answers:

2 Next
3 Afterwards
4 At
5 next day

REVIEW SB page 15 WB page 9

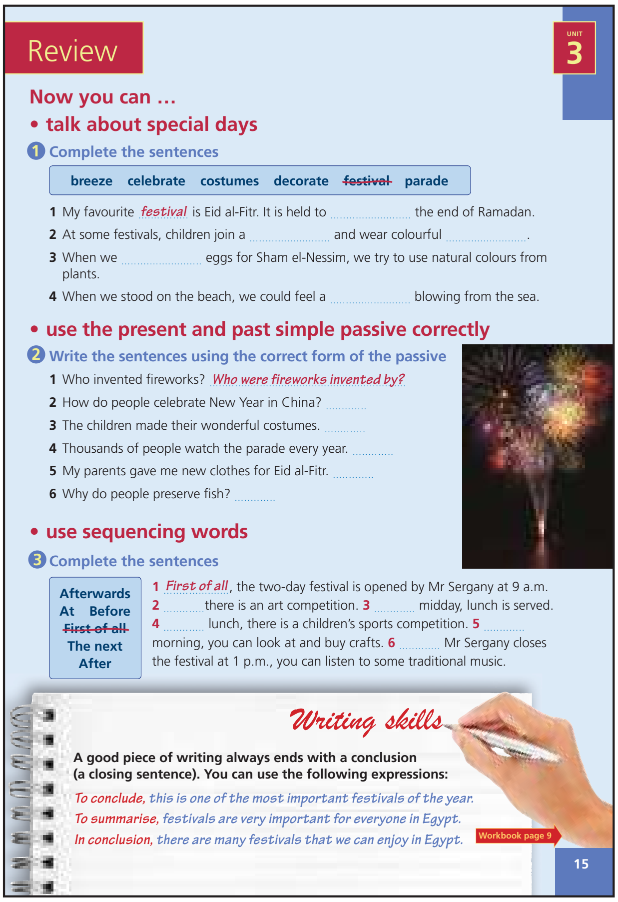
Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise using the present and past simple passive correctly
- To practise using sequencing words correctly

Before using the book:

- Write *Festivals and special days* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

SB Page 15


Review
UNIT 3

Now you can …

• talk about special days

1 Complete the sentences

breeze celebrate costumes decorate ~~festival~~ parade

1 My favourite *festival* is Eid al-Fitr. It is held to .... the end of Ramadan.
2 At some festivals, children join a .... and wear colourful ....
3 When we .... eggs for Sham el-Nessim, we try to use natural colours from plants.
4 When we stood on the beach, we could feel a .... blowing from the sea.

• use the present and past simple passive correctly

2 Write the sentences using the correct form of the passive

1 Who invented fireworks? *Who were fireworks invented by?*
2 How do people celebrate New Year in China? ....
3 The children made their wonderful costumes. ....
4 Thousands of people watch the parade every year. ....
5 My parents gave me new clothes for Eid al-Fitr. ....
6 Why do people preserve fish? ....

• use sequencing words

3 Complete the sentences

Afterwards
At Before
~~First of all~~
The next
After

1 *First of all*, the two-day festival is opened by Mr Sergany at 9 a.m. 2 .... there is an art competition. 3 .... midday, lunch is served. 4 .... lunch, there is a children's sports competition. 5 .... morning, you can look at and buy crafts. 6 .... Mr Sergany closes the festival at 1 p.m., you can listen to some traditional music.

Writing skills

A good piece of writing always ends with a conclusion (a closing sentence). You can use the following expressions:

To conclude, this is one of the most important festivals of the year.
To summarise, festivals are very important for everyone in Egypt.
In conclusion, there are many festivals that we can enjoy in Egypt.

Workbook page 9

15

1 Complete the sentences

1 Read out the first sentence, half completed as the example.

2 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.

Answers:

1 celebrate
2 parade/costumes
3 decorate
4 breeze

2 Write the sentences using the correct form of the passive

1 Ask the students to study the example.

2 Students complete the exercise individually before checking their answers with a partner. Go round and monitor.

3 Invite different students to read out their answers.

Answers:

2 How is New Year celebrated (by people) in China?
3 Wonderful costumes were made by the children.
4 The parade is watched by thousands of people every year.
5 I was given new clothes for Eid al-Fitr by my parents.
6 Why is fish preserved (by people)?

3 Complete the sentences

1 Read out the first sentence, completed as the example.

2 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.

Answers:

2 Afterwards
3 At
4 After
5 The next
6 Before

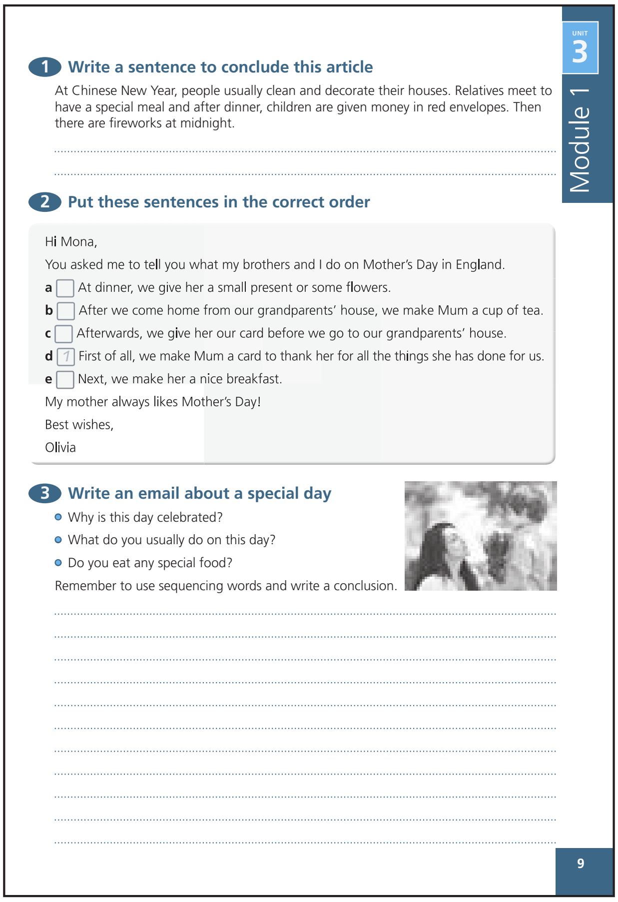
Writing skills

1 Ask students which part of an essay is at the end (the conclusion). Elicit different ways of starting a concluding paragraph.

2 Students then read the Writing skills box and examples.

.

✎ WB Page 9



Module 1

UNIT 3

1 Write a sentence to conclude this article

At Chinese New Year, people usually clean and decorate their houses. Relatives meet to have a special meal and after dinner, children are given money in red envelopes. Then there are fireworks at midnight.

....

....

2 Put these sentences in the correct order

Hi Mona,

You asked me to tell you what my brothers and I do on Mother's Day in England.

a ☐ At dinner, we give her a small present or some flowers.

b ☐ After we come home from our grandparents' house, we make Mum a cup of tea.

c ☐ Afterwards, we give her our card before we go to our grandparents' house.

d 1 First of all, we make Mum a card to thank her for all the things she has done for us.

e ☐ Next, we make her a nice breakfast.

My mother always likes Mother's Day!

Best wishes,

Olivia

3 Write an email about a special day

- Why is this day celebrated?
- What do you usually do on this day?
- Do you eat any special food?

Remember to use sequencing words and write a conclusion.

....

9

1 Write a sentence to conclude this article

1 Elicit the phrases for starting a conclusion (e.g. *To conclude; To summarise; In conclusion,* etc.).

2 Students read the article and complete it with a concluding sentence. Go round and monitor. Offer help if necessary.

3 Check answers.

Answers:
Students' own answers

2 Put these sentences in the correct order

1 Ask the students to read the text quickly and ask what it is about (Mother's Day in England).

2 Then ask the students to read the sentences more carefully and put them into the correct order.

3 Check the answers as a whole class.

Answers:
a 5 b 4 c 3 d 1 e 2

3 Write an email about a special day

1 Ask the students to reread the text on page 14 of the Student's Book, and tell them they are going to write about another special day. Explain that it does not have to be a festival – it could be a day that is special just for their family.

2 Tell them to discuss ideas with a partner, and make notes.

3 Before they start writing, refer them to the Functions box on page 13 of their Student's Books, and tell them to use sequencing words to describe the order of events.

4 They should start their answer in the Workbook and continue in their notebooks if they need more space. Go round and monitor while the students work, making suggestions where necessary. When they have finished, ask them to exchange their work with a partner to read and check for spelling and grammar.

5 Finally, invite different students to read out their emails for the class.

Assessment

Speaking task

Outcome: to sequence events

Use SB p13, Functions box

1 Ask the students to think about what they do on a typical Friday. Tell them to note down their ideas, in chronological order.
2 Elicit some ideas from the class, and write them on the board.
3 In pairs, students tell each other what they do on Fridays, using the expressions from the Functions box.

Reading task

Outcome: to read a website article about a festival

Use SB p11, exercise 3 text

1 Write the following incomplete sentences on the board: *1 In Japan, people celebrate when ________ first appear on trees. 2 In Zenica, Bosnia, people eat __________, which are given to them for free.*
3 Spring is celebrated in the month of _________ in Australia. 4 Flowers and eggs represent __________.
2 Ask the students to read the text again and then complete the sentences.
3 Students discuss their ideas in pairs. Check answers as a class.

Writing Task

Outcome: to practise using the passive

1 On the board, write the following sentences: *1 We celebrate Mother's Day every year. 2 In China, they give the new year the name of an animal.*
3 When did they start Teacher's Day? 4 Our town held a big celebration last year.
2 Tell the students to rewrite the sentences in the correct tense of the passive. Go round and monitor.
3 Invite different students to read out their sentences for the rest of the class to check.

Listening task

Outcome: to understand a description of a festival

Use the recording for SB p13, exercises 3 and 4

1 On the board, write the following incomplete extracts from the beginning of the tapescript:

1 I'm from China. ___________ is New Year.

2 First of all, _______.

3 Next, we __________ with red paper lanterns.

4 There is always a special meal ________ New Year's Day.

2 Play the recording, and ask the students to complete the missing information.

REVIEW A — SB pages 16-17, WB pages 10-13

LESSON 1 SB page 16

Outcome

- To review and practise the vocabulary and structures of Units 1–3

Before using the book:

- Ask the students what the themes of Module 1 were (*Visitors to Egypt, Books and reading, Festivals and special days*). Ask what they enjoyed learning about most and why.
- Elicit the grammar points they have practised (*should/shouldn't; few, fewer, the fewest and little, less, the least; past and present simple passive*) and any of the rules that they remember.

SB Page 16


Review A

Lesson 1

1 Ask and answer

What do you know about Aswan?
What can you see and do there?

2 Complete the magazine article with these words, then check your answers to exercise 1

bazaar breeze ~~guidebooks~~ tourist information centre

Welcome to Aswan!

Visitors to Egypt should visit Aswan, in the south of Egypt. All the 1 *guidebooks* say that it is a wonderful place to spend a holiday. You can visit the Nubian Museum there. Many important and historical things were moved to the museum in the 1960s. You should visit Aswan's 2 ...., too. Many things are sold here, for example clothes, nuts and fruit, flowers and baskets. Everyone should also take a trip on one of feluccas to see the beautiful Nile River.

Many tourists visit the amazing nearby temples of Philae and Kalabsha. You should take a good camera. Many photographs are taken at Elephantine Island. It has this name because the rocks next to the island look like elephants that are swimming in the Nile.

There is a 3 .... near the railway station. The people there can help you to find a hotel.

The best time to come is in the winter, when the temperature is about 25°C, or less if there is a cool 4 .... There is little rain in Aswan. Fewer tourists visit in the summer because it is very hot.

3 Answer the questions

1 When were important and historical things moved to the Nubian Museum? ....
2 How does the article suggest that you travel on the Nile? ....
3 What do many tourists like to see? ....
4 Where are many photographs taken? ....
5 How can you find out about hotels in Aswan? ....
6 When and why should you visit Aswan? ....

16

1 Ask and answer

1 Tell the students that they are going to review and consolidate what they have learned in Module 1 in Review A.

2 Ask the students to read the questions and discuss them in pairs. Then invite different pairs to give their answers.

Answers:
Students' own answers

2 Complete the magazine article with these words, then check your answers to exercise 1

1 Ask the students to scan the text and elicit what it is about (Aswan).

2 Ask the students to read the words in the box and explain that they have to complete the text with the words.

3 Allow time to complete the task and check in pairs. Then check with the whole class. Ask whether any of their ideas in exercise 1 were mentioned.

Answers:

2 bazaar
3 tourist information centre
4 breeze

3 Answer the questions

1 Students read the questions. Ask them whether they remember any of the answers from the text before they read.

2 Allow time for the students to complete the task in pairs and then check answers by asking students to read out the answers.

Answers:

1 when the Aswan Dam was built
2 on one of the feluccas
3 the temples of Philae and Kalabsha
4 at Elephantine Island
5 from the tourist information centre
6 in the winter, when the temperature is about 25°C

LESSON 2 SB page 17

Outcome

- To review and practise the vocabulary and structures of Units 1–3

SB Page 17


Lesson 2

Review A

1 Complete the sentences with the correct form of *few* or *little*

1 ...*Few*... people have walked on the moon. Charles Duke was the youngest.
2 May is the driest month in Cairo. It has the .... rain of all the months.
3 There's .... time to catch the bus. Walk quickly!
4 This car uses .... petrol than the old car, so it is not so expensive.
5 There were .... tourists than usual on the beach today because it was very windy.

2 Complete the sentences in the present simple passive or the past simple passive

1 Costumes / wear / at different festivals / around the world.
Costumes are worn at different festivals around the world.
2 Birthdays / celebrate / all over the world. ....
3 The guidebook / write / in 1995, / but / still use / today. ....
4 His passport / lose / when he was running to catch the train. ....
5 Egyptian bazaars / thought / to be the best in Africa. ....

3 Listen to Taha and Amir talking about books and choose the correct answer

1 Taha wants to find a new *bag* / *book.*
2 Amir suggests looking for adventure stories on the *first* / *ground* floor.
3 Taha wants to look at *sports* / *history* stories on another floor.
4 The end of the last book by his favourite writer made Taha feel *happy* / *sad.*

4 Talk about what tourists should or shouldn't do in Egypt

5 Listen and complete these words with *th* or *f*. Then say the words

1 ...*th*...ief	2 ....ly	3 ....ree	4 too.........paste
5 ....irst	6 ....irsty	7 ....umb	8 ....un

Workbook pages 10-13

17

1 Complete the sentences with the correct form of *few* or *little*

1 Read out the first sentence, completed as the example.

2 Allow time for the students to complete the task in pairs and then check answers by asking students to read out the completed sentences.

Answers:

2 least
3 little
4 less
5 fewer

2 Complete the sentences in the present simple passive or the past simple passive

1 Read out the first sentence, completed as the example. Elicit that this sentence is written in the present simple passive.

2 Remind the students to refer back to the Grammar box on page 12 as necessary. Then tell them to complete the task in pairs. Go round and offer help as required.

3 Check answers by inviting different students to read out the completed sentences.

Answers:

2 Birthdays are celebrated all over the world.
3 The guidebook was written in 1995, but (it) is still used today.
4 His passport was lost when he was running to catch the train.
5 Egyptian bazaars are thought to be the best in Africa.

3 Listen to Taha and Amir talking about books and choose the correct answer

1 Tell the students that they are going to hear a conversation between Taha and Amir.

2 First, ask them to read the sentences.

3 Play the recording and allow time for the students to complete the task.

4 Ask the students to compare their answers in pairs, then play the recording again.

5 Check the answers as a whole class.

Tapescript

Taha: *I've finished my book now so I'd like a new one. Is there a good place to buy books near here?*

Amir: *The best place is on this road. The New Bookshop is opposite the bank. I suggest that you go there. I'll come with you.*

Taha: *It's a big shop. Where do you suggest we start looking?*

Amir: *First of all, we can look at the adventure stories on the ground floor.*

Taha: *OK. Afterwards we can look on the first floor. There are sports books on the first floor, I like those.*

Amir:	*Look. This is by your favourite writer. It's a new book. Have you read it?*
Taha:	*No, I haven't. Did you read the last book she wrote?*
Amir:	*Yes, it was very exciting. Did the end of the story make you feel happy?*
Taha:	*It made me feel very happy. That's why I want to buy her new book.*
Amir:	*OK, here it is.*
Taha:	*Thanks. You should read it when I've finished it.*
Amir:	*Great, thanks Taha!*

Answers:

2 ground
3 sports
4 happy

4 Talk about what tourists should or shouldn't do in Egypt

1 Read out the question and ask two students to read out the example in speech bubbles.

2 Elicit initial ideas from the class and then allow time for the students to note down some more ideas.

3 Students work in pairs to answer the question. Go round and check they use *should/shouldn't* correctly.

4 Invite pairs of students to act out their conversation for the rest of the class.

Answers:

Students' own answers

5 Listen and complete these words with *th* or *f*. Then say the words

1 Ask the students to look at the words and guess the missing letters in each case.

2 Play the recording for the students to complete the task and check their ideas.

3 Elicit the meanings of the words. Then practise pronunciation of the sounds, clearly demonstrating where they are made with the mouth, lips and teeth. They then practise saying each word aloud. Finally, write the words on the board and elicit their pronunciation.

Tapescript

1 thief
2 fly
3 three
4 toothpaste
5 first
6 thirsty
7 thumb
8 fun

Answers:

1 thief
2 fly
3 three
4 toothpaste
5 first
6 thirsty
7 thumb
8 fun

Module 1

Practice Test 1a

A Language Functions

1 Finish the following dialogue:

Heba is going to meet her friends today.

Mother: What are you going to do with your friends today?
Heba: We want to have a picnic but we don't know where to go.
1 Where do you suggest we go?
Mother: Garden Park is a nice place for a picnic.
Heba: Yes, it is. What can I take for the picnic?
Mother: **2** You can take some sandwiches and cake.
Heba: That's a good idea. Do I need my hat today, Mum?
Mother: **3** Yes, you should take your hat. The sun is very strong today.
Heba: **4** ....?
Mother: Early in the morning. That's when the sun is not too hot.
Heba: I'll take your advice and wake up early, then!

2 Write what you would say in each of the following situations:

1 You drop a glass on the kitchen floor. Your younger sister walks into the room.
You should put on your shoes. / You shouldn't walk in here.

2 A friend asks you what you thought of a scary film that has just finished.
I felt frightened.

3 You tell a friend what you did last Saturday at midday.
At midday on Saturday, I visited my grandmother.

B Reading Comprehension

3 Read the following, then answer the questions:

In Sweden, the longest day of the year is celebrated in June. It is the start of a five-week holiday. Most people go on a trip to the country with their families. Children put flowers in their hair and everyone eats a special cake. In the evening, a family meal is eaten. This usually includes *herring*: there are a lot of these in the sea around Sweden. After people have eaten, they usually go for a walk. Nobody goes to bed before twelve o'clock on this special day! There is sunshine until very late at night in Sweden at this time. In the north it does not get dark at all! It can be difficult to sleep. To help them, people should find a room that is not very light.

1 What do most people do in June in Sweden? They celebrate the longest day of the year.

2 How can Swedish people help themselves sleep in the long days of June?
They are fish.

3 Why do you think that people do not go to bed early in June in Sweden?
Because there is sunshine until very late at night.

4 The word *herring* means a type of ....
a fish (circled) **b** bird
c ship **d** shell

5 The underlined word them refers to ....
a children **b** people without a house
c people without families **d** people in Sweden (circled)

C The Reader

4 a. Match column A with column B

A	B
1 Farmer Grey	a The horse who tells the story
2 Black Beauty	b A short, fat horse
3 Merrylegs	c A horse who had a difficult past
4 Ginger	d A horse who forgot his mother's advice
	e Black Beauty's first owner

b. Answer the following questions:

1 What advice did Black Beauty's mother give him? *She told him not to bite or kick.*
2 What was Birtwick Park like? *It was a big house with large fields and comfortable stables.*
3 Do you think that the horses liked Birtwick Park? Why? *They liked it.*
4 How do we know that Black Beauty had good owners? *Farmer Gordon gave the horses good food and spoke to them kindly. Squire Gordon was also kind and gentle. He never hurt his horses.*
5 Do you think that Merrylegs was wrong to throw the older boys off his back? Why?/ Why not? *Suggested: He was not wrong to do this, because he did not hurt the boys and he wanted them to learn to be kind to horses.*

D Usage and Writing

5 Choose the correct answer from a, b, c or d:

1 When is Sham el-Nessim .... in Egypt?
a celebrated **b** celebrate **c** celebrates **d** celebrating
2 This book has .... pages than that book.
a little **b** less **c** fewer **d** least
3 People often drink .... water in hot weather than when it is cold.
a less **b** least **c** more **d** most
4 It is not too hot on the beach because there is a nice ....
a breeze **b** cloud **c** storm **d** wave
5 The restaurant in the guidebook was a very good ....
a review **b** parade **c** information **d** recommendation
6 I don't know how to get to your house. Can you give me ....?
a activities **b** directions **c** costumes **d** conclusions

6 Rewrite the following using the word(s) in brackets to give the same meaning:

1 When you go to Luxor, I think you should visit the museum. (recommend)
I recommend you visit the museum when you go to Luxor.
2 The blue bottle has more water than the green bottle. (less)
The green bottle has less water than the blue bottle.
3 Manal always helps people. (helpful) *Manal is always helpful.*

7 Write an email of seven (7) sentences about one of the following:

- You tell your English friend how Mother's Day is celebrated in Egypt.
- You just watched a great film and you want to tell your friend about it.

Students' own answers

Module 1

Module 1

Practice Test 1b

A Language Functions

1 Finish the following dialogue:

Seif has just watched a film at Yassin's house.

Seif: That was a very good film.

Yassin: Yes, it was. **1** How did you feel when Detective Zaki was in the desert?

Seif: I was frightened when Detective Zaki was in the desert. Why did he go there?

Yassin: **2** He went there because he wanted to meet the old man.

Seif: Now I understand. Do you recommend watching his other detective films?

Yassin: **3** Yes, I do. They are very interesting.

Seif: OK, I'll take your advice. **4** ....?

Yassin: You can find many of his films on the internet.

2 Write what you would say in each of the following situations:

1 A tourist asks you where he can buy a map. You know that the tourist information centre gives out maps for free.
You can get a map at the tourist information centre.

2 Your friend has finished a book. The end of the book made you feel sad. You want to know if your friend thinks the same.
Did the end of the story make you feel sad?

3 A friend asks you what you do before and after dinner.
Before dinner, I help my mother cook. After dinner, I wash the dishes.

B Reading Comprehension

3 Read the following, then answer the questions:

It's my first visit to Egypt. My friends advised me to go to Alexandria. It's summer. However, it is not very hot there, so many tourists go at this time. I'm staying in a hotel in Alexandria now. It is Friday, so there is little traffic in the streets. The hotel is near the sea and I can hear the boats. The hotel is also near the tourist information centre, but it is closed today.

Tomorrow I will ask about what I should see in the city. The guidebook says that I should visit Fort Qaitbey. The stones in the fort are from the famous lighthouse. They were used after the lighthouse *collapsed* in an earthquake in 1303.

Best wishes,

Andy

1 Why do many tourists go to Alexandria in the summer? Because it is not very hot.

2 Who do you think Andy is writing this email to and why? ....
I think he is writing to his grandparents to tell them about his holiday.

3 Which place does the guidebook advise Andy to visit? Fort Qaitbey

4 The word *collapsed* means ....

a was built **b** fell (circled) **c** started **d** was seen

5 The underlined word it refers to ....

a the hotel **b** the tourist information centre (circled)
c the road **d** Fort Qaitbey

Module 1

C The Reader

4 a. Match column A with column B:

A	B
1 Black Beauty	a She said, "Never bite or kick, even when you are just playing a game."
2 Black Beauty's mother	b This horse had one white foot.
3 Squire Gordon	c This horse had short, fat legs.
4 Squire Gordon's wife	d She named the horse "Black Beauty".
	e Farmer Grey sold Black Beauty to this person.

(Answers: 1 – b, 2 – a, 3 – e, 4 – d)

b. Answer the following questions:

1 Who helped Black Beauty to learn to pull a carriage? *His mother helped him.*

2 Why did Ginger sometimes bite or kick people? *Because people were not kind to her in the past.*

3 Why did Squire Gordon's children stop visiting the horses? *They were frightened of Ginger.*

4 Do you think that Merrylegs was right to behave badly with the children? Why? / Why not?
Suggested: Yes, because the older boys were not being kind to him.

5 Do you think that it was natural for Ginger to change her bad behaviour? Why? / Why not? *Yes, because the man was not being kind to his horse.*

D Usage and Writing

5 Choose the correct answer from a, b, c or d:

1 It is cold and windy today. When you go outside, you .... a coat.
a wear **(b) should wear** c shouldn't wear d are wearing

2 .... students in our school have visited England.
(a) Few b Little c Less d The least

3 The museum .... by thousands of tourists every day.
a visited b is visiting **(c) is visited** d was visited

4 The students usually stay in a youth .... when they visit the city.
a hotel b centre **(c) hostel** d office

5 Salt is often used to .... fish and other food.
a pack **(b) preserve** c celebrate d decorate

6 The teacher asked us to write a .... of our visit to the museum.
a character b title c conclusion **(d) description**

6 Rewrite the following using the word(s) in brackets to give the same meaning:

1 March has more days than February. (fewer) *February has fewer days than March.*

2 You do not have to pay to go into the museum. (free) *The museum is free. / It is free to go into the museum*

3 I advise you to visit Aswan. (should)
You should visit Aswan.

7 Write a paragraph of seven (7) sentences about one of the following

- a review of a book you liked
- why you think Egypt is a good place for tourists to visit

Students' own answers

UNIT 4

Science and technology

SB pages 18–22 WB pages 14–16

Objectives

Grammar

Expressing certainty and uncertainty: *might/must can't be*

Reading

Reading a text about STEM schools

Listening

Listening to an interview with a STEM school student

Speaking

Expressing certainty and uncertainty

Writing

Writing an article about technology

LESSON 1 SB page 18

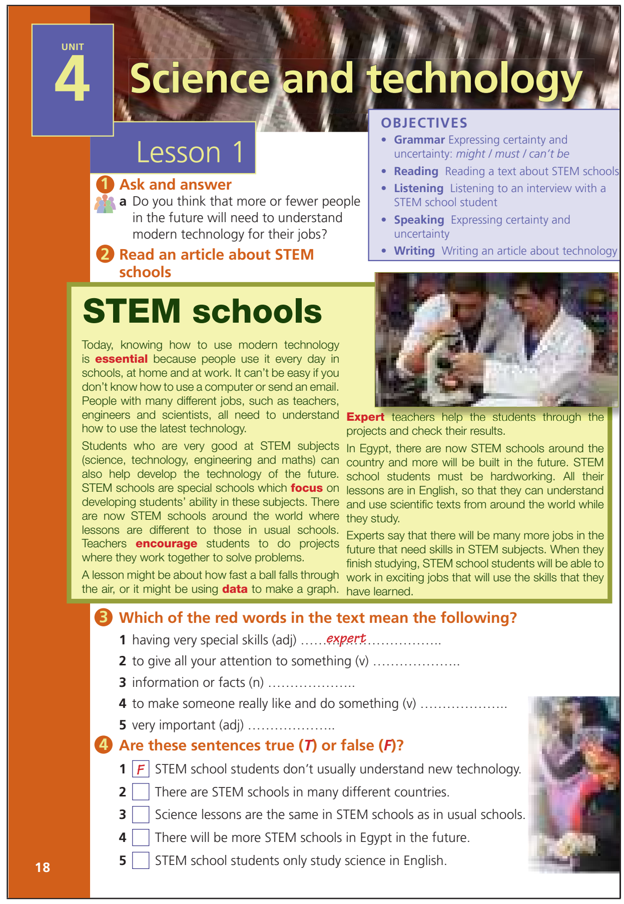
Outcomes

- To introduce the idea of STEM schools to the students
- To read an article about STEM schools and answer questions

Before using the book:

- Write the title of the unit, *Science and technology,* on the board. Ask the students to brainstorm the different sciences and write them on the board.
- Ask which sciences the students study and which they enjoy learning about most.

SB Page 18



UNIT 4

Science and technology

Lesson 1

OBJECTIVES

- **Grammar** Expressing certainty and uncertainty: *might / must / can't be*
- **Reading** Reading a text about STEM schools
- **Listening** Listening to an interview with a STEM school student
- **Speaking** Expressing certainty and uncertainty
- **Writing** Writing an article about technology

1 Ask and answer

a Do you think that more or fewer people in the future will need to understand modern technology for their jobs?

2 Read an article about STEM schools

STEM schools

Today, knowing how to use modern technology is **essential** because people use it every day in schools, at home and at work. It can't be easy if you don't know how to use a computer or send an email. People with many different jobs, such as teachers, engineers and scientists, all need to understand how to use the latest technology.

Students who are very good at STEM subjects (science, technology, engineering and maths) can also help develop the technology of the future. STEM schools are special schools which **focus** on developing students' ability in these subjects. There are now STEM schools around the world where lessons are different to those in usual schools. Teachers **encourage** students to do projects where they work together to solve problems.

A lesson might be about how fast a ball falls through the air, or it might be using **data** to make a graph. **Expert** teachers help the students through the projects and check their results.

In Egypt, there are now STEM schools around the country and more will be built in the future. STEM school students must be hardworking. All their lessons are in English, so that they can understand and use scientific texts from around the world while they study.

Experts say that there will be many more jobs in the future that need skills in STEM subjects. When they finish studying, STEM school students will be able to work in exciting jobs that will use the skills that they have learned.

3 Which of the red words in the text mean the following?

1 having very special skills (adj) ......expert.................
2 to give all your attention to something (v) ....
3 information or facts (n) ....
4 to make someone really like and do something (v) ....
5 very important (adj) ....

4 Are these sentences true (*T*) or false (*F*)?

1 F STEM school students don't usually understand new technology.
2 ☐ There are STEM schools in many different countries.
3 ☐ Science lessons are the same in STEM schools as in usual schools.
4 ☐ There will be more STEM schools in Egypt in the future.
5 ☐ STEM school students only study science in English.

18

1 Ask and answer

1 Draw attention to the Objectives box on page 18, which refers to the objectives of the unit and explain in Arabic if necessary.

2 Read out the question and encourage a short class discussion.

2 Read an article about STEM schools

1 Allow time for the students to read the text quickly – tell them not to worry about understanding every word.

3 Which of the red words in the text mean the following?

1 Ask the students to look at the words in red and discuss their meanings in pairs. Encourage them to read the whole context to help them decide the meaning of words they don't know. Ask different pairs to offer their suggestions.

2 Then ask them to complete the exercise, using the text to help them.

3 Check the answers as a whole class.

4 Then ask the students whether there were any other words they weren't sure about in the text and discuss their meanings.

Answers:

2 focus	3 data
4 encourage	5 essential

4 Are these sentences true (*T*) or false (*F*)?

1 Students read the text again and answer the questions.

2 Check the answers as a class, encouraging students to correct the false sentences.

3 Check understanding of any words the students weren't sure about. Ask other members of the class to provide definitions, or encourage them to reread the context to help.

Answers:

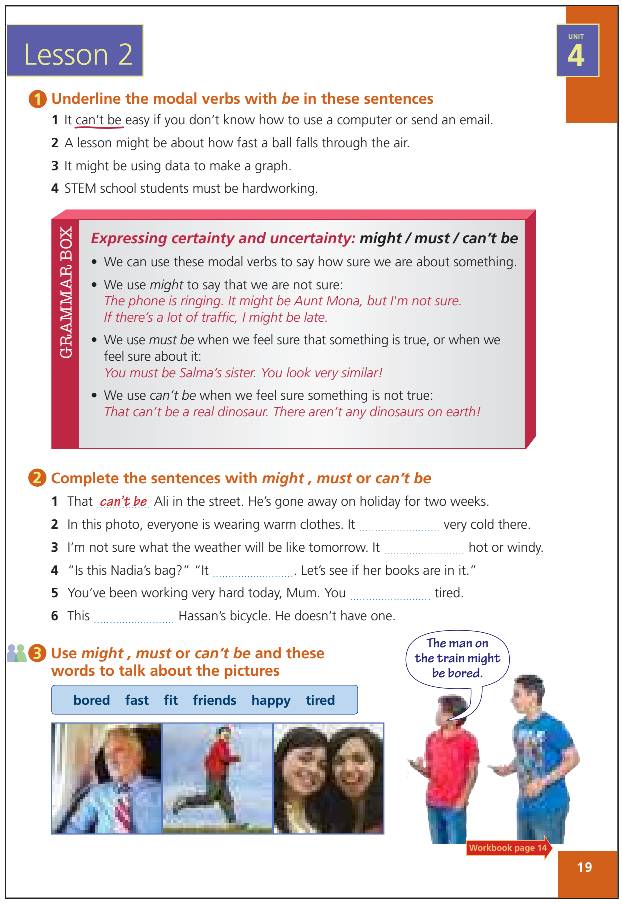
2 T
3 F (Lessons are different to those in usual schools because students work together to solve problems.)
4 T
5 F (They study all their lessons in English.)

LESSON 2 SB page 19 WB page 14

Outcome

• To use *might*/*must*/*can't be* correctly

SB Page 19


Lesson 2

UNIT 4

1 Underline the modal verbs with *be* in these sentences

1 It can't be easy if you don't know how to use a computer or send an email.
2 A lesson might be about how fast a ball falls through the air.
3 It might be using data to make a graph.
4 STEM school students must be hardworking.

GRAMMAR BOX

***Expressing certainty and uncertainty:* might / must / can't be**

• We can use these modal verbs to say how sure we are about something.
• We use *might* to say that we are not sure:
The phone is ringing. It might be Aunt Mona, but I'm not sure.
If there's a lot of traffic, I might be late.
• We use *must be* when we feel sure that something is true, or when we feel sure about it:
You must be Salma's sister. You look very similar!
• We use *can't be* when we feel sure something is not true:
That can't be a real dinosaur. There aren't any dinosaurs on earth!

2 Complete the sentences with *might*, *must* or *can't be*

1 That *can't be* Ali in the street. He's gone away on holiday for two weeks.
2 In this photo, everyone is wearing warm clothes. It .... very cold there.
3 I'm not sure what the weather will be like tomorrow. It .... hot or windy.
4 "Is this Nadia's bag?" "It .... Let's see if her books are in it."
5 You've been working very hard today, Mum. You .... tired.
6 This .... Hassan's bicycle. He doesn't have one.

3 Use *might*, *must* or *can't be* and these words to talk about the pictures

bored fast fit friends happy tired

Workbook page 14

19

1 Underline the modal verbs with *be* in these sentences

1 Ask the students to read the example sentence and elicit the meaning.

2 Draw students' attention to the Grammar box and ask them to read it carefully.

3 Students complete the task in pairs. Check answers as a class.

Answers:

2 A lesson might be about how fast a ball falls through the air.
3 It might be using data to make a graph.
4 STEM school students must be hardworking.

2 Complete the sentences with *might, must* or *can't be*

1 Read out the first sentence, completed as the example. Elicit why *can't be* is the correct answer (Ali is on holiday. The speaker is sure that Ali is not in the street).

2 Put the students in pairs to complete the task. Go round and monitor.

3 Check answers by asking different students to read out each completed sentence.

Answers:

2 must be
3 might be
4 might be
5 must be
6 can't be

3 Use *might, must* or *can't be* and these words to talk about the pictures

1 Ask a student to read the speech bubble.

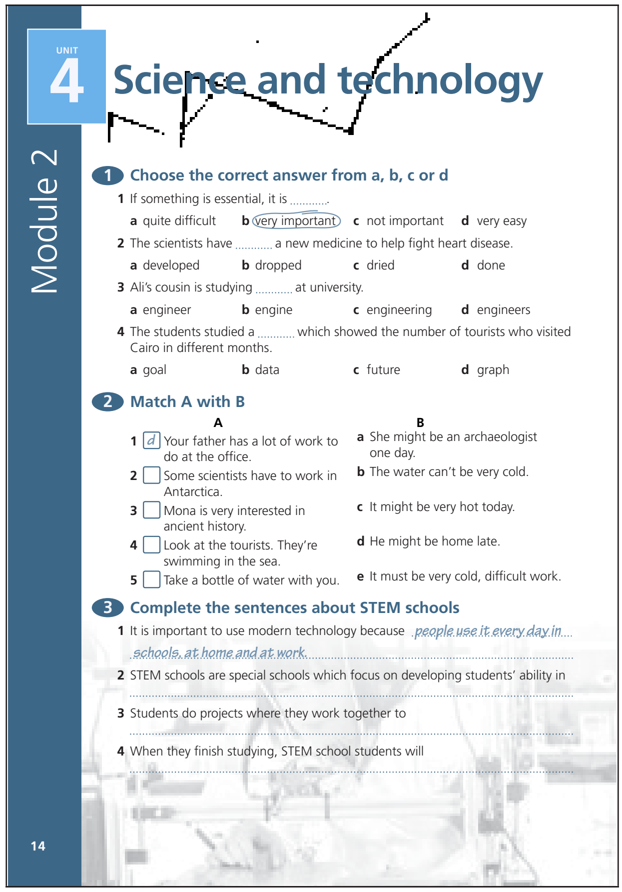
2 Allow time for the students to look at the pictures and prompts in the box and then ask them to work in pairs, taking turns to talk about the pictures. Go round and monitor while they are working, helping where necessary.

3 Invite different students to talk about a picture while the rest of the class listen. They could say whether they agree or disagree and why.

Sug stedn swers:

The man who is running must be fit.
The girls can't be sad because they're having fun.

✎ **WB Page 14**


Module 2

UNIT 4 Science and technology

1 Choose the correct answer from a, b, c or d

1 If something is essential, it is ....
a quite difficult b very important c not important d very easy
2 The scientists have .... a new medicine to help fight heart disease.
a developed b dropped c dried d done
3 Ali's cousin is studying .... at university.
a engineer b engine c engineering d engineers
4 The students studied a .... which showed the number of tourists who visited Cairo in different months.
a goal b data c future d graph

2 Match A with B

A
1 [d] Your father has a lot of work to do at the office.
2 [ ] Some scientists have to work in Antarctica.
3 [ ] Mona is very interested in ancient history.
4 [ ] Look at the tourists. They're swimming in the sea.
5 [ ] Take a bottle of water with you.

B
a She might be an archaeologist one day.
b The water can't be very cold.
c It might be very hot today.
d He might be home late.
e It must be very cold, difficult work.

3 Complete the sentences about STEM schools

1 It is important to use modern technology because people use it every day in schools, at home and at work.
2 STEM schools are special schools which focus on developing students' ability in ....
3 Students do projects where they work together to ....
4 When they finish studying, STEM school students will ....

14

1 Choose the correct answer from a, b, c or d

1 Ask the students to read the first sentence and all four options. Check that students agree that *very important* is the correct answer.

2 Tell them to read each sentence and all the options carefully. Then allow time for them to complete the task.

3 Students compare answers in pairs.

4 Check answers with the whole class.

Answers:

2 a 3 c 4 d

2 Match A with B

1 Ask a student to read out the example matched sentences, and then allow time for the students to complete the task.

2 Tell them to compare answers in pairs. Then ask different students to read out the pairs.

Answers:

2	e	3	a
4	b	5	c

3 Complete the sentences about STEM schools

1 Ask the students what they remember about STEM schools. They then look at the example sentence.

2 Students complete the sentences using their own words.

3 Ask different students to read out the first half of each sentence and invite a friend to read out his/her answer. Encourage students to compare their answers.

Sug stedn swers:

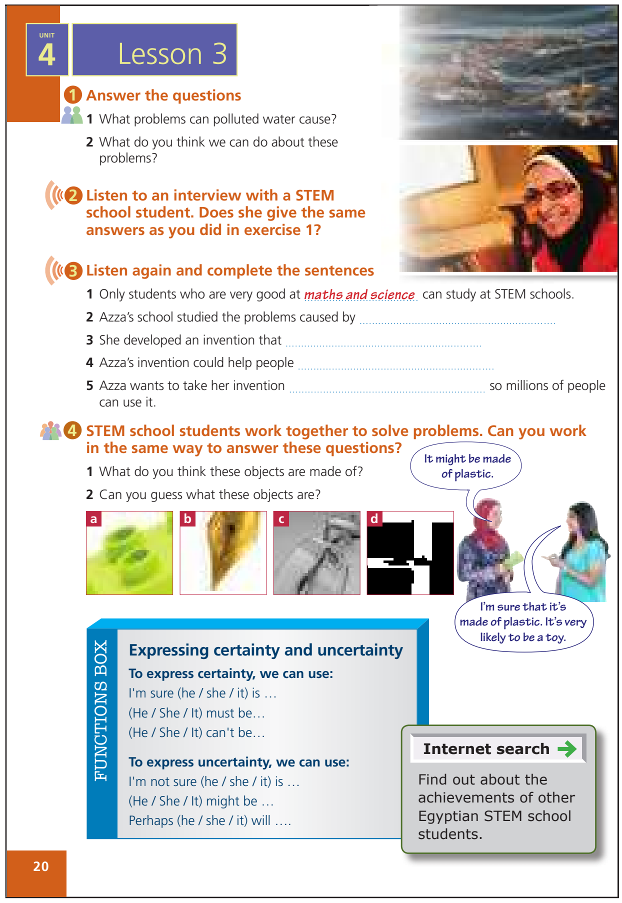
2 science, technology, engineering and maths.
3 solve problems.
4 be able to work in exciting jobs and use the skills which they learned.

LESSON 3 SB page 20

Outcomes

- To listen to an interview with a STEM school student
- To work together to solve problems
- To express certainty and uncertainty
- To carry out an internet search about the achievements of STEM school students

SB Page 20


UNIT 4 Lesson 3

1 Answer the questions
1 What problems can polluted water cause?
2 What do you think we can do about these problems?

2 Listen to an interview with a STEM school student. Does she give the same answers as you did in exercise 1?

3 Listen again and complete the sentences
1 Only students who are very good at *maths and science* can study at STEM schools.
2 Azza's school studied the problems caused by ……………
3 She developed an invention that ……………
4 Azza's invention could help people ……………
5 Azza wants to take her invention …………… so millions of people can use it.

4 STEM school students work together to solve problems. Can you work in the same way to answer these questions?
1 What do you think these objects are made of?
2 Can you guess what these objects are?

FUNCTIONS BOX
Expressing certainty and uncertainty
To express certainty, we can use:
I'm sure (he / she / it) is …
(He / She / It) must be…
(He / She / It) can't be…
To express uncertainty, we can use:
I'm not sure (he / she / it) is …
(He / She / It) might be …
Perhaps (he / she / it) will ….

Internet search
Find out about the achievements of other Egyptian STEM school students.

20

1 Answer the questions

1 Ask the students to look at the pictures and elicit what they can see (polluted water, a student at a STEM school).

2 Ask students to read the questions and encourage a short class discussion. Tell the students that they will find out what other students think when they have listened to the recording.

2 Listen to an interview with a STEM school student. Does she give the same answers as you did in exercise 1?

1 Tell the students just to listen to the general meaning in order to find out what the STEM student thinks about the questions in exercise 1. Tell them not to worry about details because they will hear the recording again.

2 Play the recording and then ask the students to answer the question. Play it again if necessary.

Tapescript

Interviewer: Studying at a STEM school can't be easy. Only students who are very good at science, technology, engineering and maths can study at these schools and they have to work hard when they get there. But spending time at a STEM school must be very rewarding.

Today, I have some students from STEM schools with me. They are going to tell us about their amazing achievements. First of all, Azza is going to talk about an award that she's won.

Azza: Hello. I won an award for the project that I did at my STEM school. First of all, our class studied the problems caused by polluted water around the world. I understood that people definitely can't stay healthy if they have to drink polluted water. So I also studied plants and realised that some of them can clean dirty water. I asked myself, could this be a way to solve the problem?

Interviewer: What happened next?

Azza: I developed an invention that cleans polluted water using only plants. I'm sure that this can help people living in places that do not have fresh water. After we checked that the invention worked well, I entered a science competition in the USA. I was very pleased to win an award. I think my invention might be important. Now I want to take it around the world. There's a chance that it could help millions of people.

Interviewer: I think you're probably right.

Answers:

1 It can make people ill and unhealthy.
2 Student's own answers

3 Listen again and complete the sentences

1 Ask the students to read the example sentence. Then ask them to read sentences 2–5 and check any unknown vocabulary.

2 Play the recording again, and allow time for them to complete the sentences and compare answers with their partners.

3 Check answers with the whole class and if necessary play the recording again.

Answers:

2 polluted water around the world.
3 cleans polluted water using only plants.
4 who live in places that do not have clean water.
5 around the world

4 STEM school students work together to solve problems. Can you work in the same way to answer these questions?

1 Ask two students to read the speech bubbles and then ask the class to read the Functions box.

2 Students look at the pictures. They then work in pairs to talk about them. Encourage both students in each pair to comment, as in the example. Go round and monitor, offering suggestions where necessary. Make sure that students use expressions from the Functions box.

3 Invite pairs of students to comment on the pictures.

Answers:

Students' own answers
(the objects are: a a plastic toy brick b a metal pen c a pair of glasses d a leather belt)

Internet search

1 Read out the instruction and ask the students what other things STEM school students might have achieved.

2 Now tell the students that they are going to do an internet search to find out more. The research can be done in class if there are enough resources, or as homework. Tell the students to type suitable keywords (e.g. *STEM school student achievements*) into a search engine.

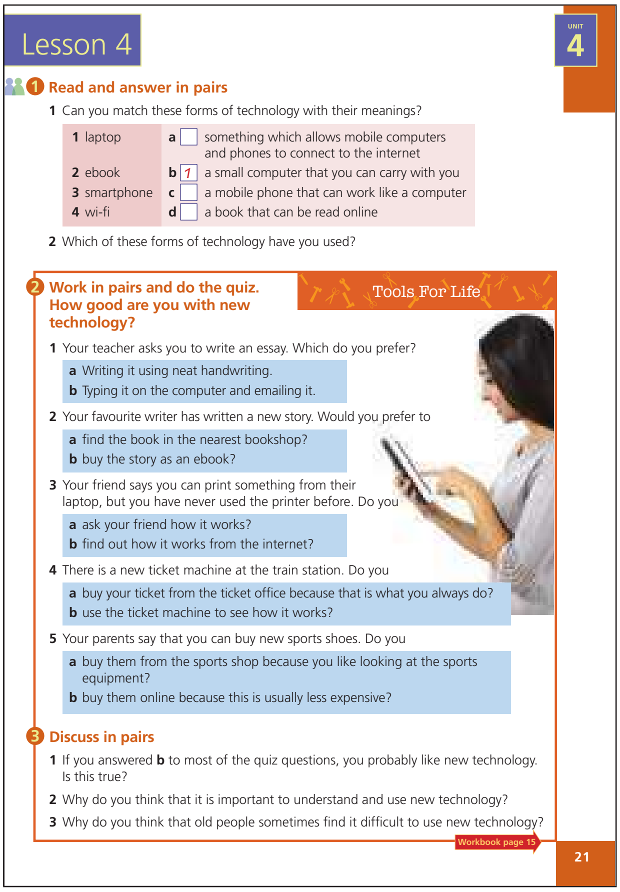
3 When they have carried out their research, ask the students to report their findings to the rest of the class.

LESSON 4 SB page 21 WB page 15

Outcomes

- To talk about technology
- To ask and answer a quiz about technology
- To discuss using technology

SB Page 21


Lesson 4

UNIT 4

1 Read and answer in pairs

1 Can you match these forms of technology with their meanings?

1 laptop	a ☐	something which allows mobile computers and phones to connect to the internet
2 ebook	b 1	a small computer that you can carry with you
3 smartphone	c ☐	a mobile phone that can work like a computer
4 wi-fi	d ☐	a book that can be read online

2 Which of these forms of technology have you used?

2 Work in pairs and do the quiz. How good are you with new technology?

Tools For Life

1 Your teacher asks you to write an essay. Which do you prefer?
a Writing it using neat handwriting.
b Typing it on the computer and emailing it.

2 Your favourite writer has written a new story. Would you prefer to
a find the book in the nearest bookshop?
b buy the story as an ebook?

3 Your friend says you can print something from their laptop, but you have never used the printer before. Do you
a ask your friend how it works?
b find out how it works from the internet?

4 There is a new ticket machine at the train station. Do you
a buy your ticket from the ticket office because that is what you always do?
b use the ticket machine to see how it works?

5 Your parents say that you can buy new sports shoes. Do you
a buy them from the sports shop because you like looking at the sports equipment?
b buy them online because this is usually less expensive?

3 Discuss in pairs

1 If you answered **b** to most of the quiz questions, you probably like new technology. Is this true?
2 Why do you think that it is important to understand and use new technology?
3 Why do you think that old people sometimes find it difficult to use new technology?

Workbook page 15

21

1 Read and answer in pairs

1 Ask the students to look at the words and definitions. They then complete the exercise in pairs.

2 Check the answers as a whole class.

Answers:

1
 2 d
 3 c
 4 a
2 Students' own answers

2 Work in pairs and do the quiz. How good are you with new technology?

1 Read out the first situation and the two options to the whole class, and elicit initial ideas. Ask students to give reasons for their opinions.

2 Then put the students in pairs to consider all the situations. Go round and monitor, encouraging them to give reasons each time.

3 Read out each situation to the whole class. Encourage a discussion and have a show of hands for each option.

Answers:

Students' own answers.

3 Discuss in pairs

1 Ask the students to read the questions and note down their answers.

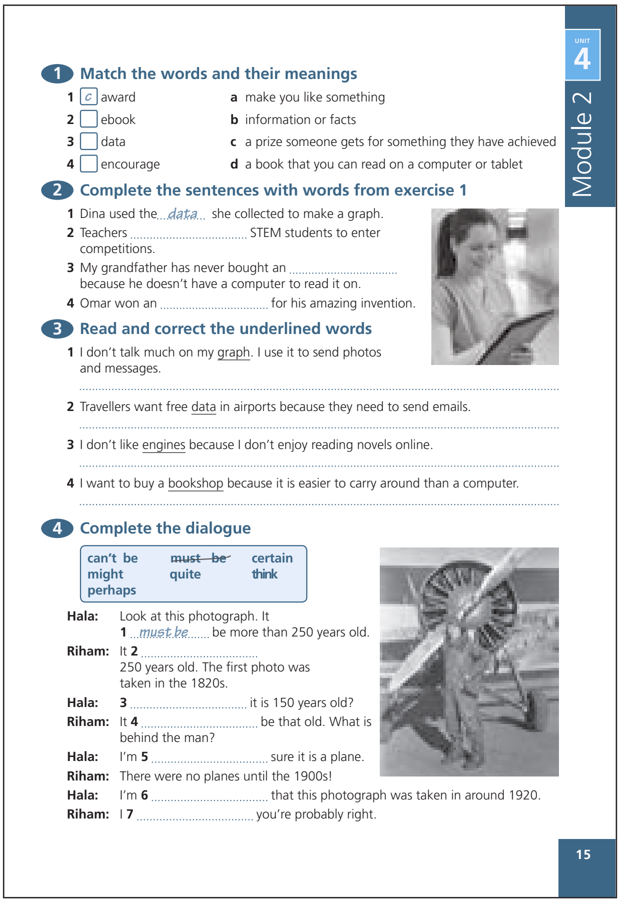
2 They then discuss their ideas in pairs.

3 Ask different students to say what they think and encourage a short class discussion.

Answers:

1 Yes, this is true.
2 Because people use it every day for many things.
3 Because they did not have much technology in the past so it can be difficult for them to use.

WB Page 15



Unit 4

Module 2

1 Match the words and their meanings

1 [c] award — a make you like something
2 [ ] ebook — b information or facts
3 [ ] data — c a prize someone gets for something they have achieved
4 [ ] encourage — d a book that you can read on a computer or tablet

2 Complete the sentences with words from exercise 1

1 Dina used the ...*data*... she collected to make a graph.
2 Teachers .... STEM students to enter competitions.
3 My grandfather has never bought an .... because he doesn't have a computer to read it on.
4 Omar won an .... for his amazing invention.

3 Read and correct the underlined words

1 I don't talk much on my graph. I use it to send photos and messages.

....

2 Travellers want free data in airports because they need to send emails.

....

3 I don't like engines because I don't enjoy reading novels online.

....

4 I want to buy a bookshop because it is easier to carry around than a computer.

....

4 Complete the dialogue

can't be ~~must be~~ certain might quite think perhaps

Hala: Look at this photograph. It **1** ...*must be*... be more than 250 years old.
Riham: It **2** .... 250 years old. The first photo was taken in the 1820s.
Hala: **3** .... it is 150 years old?
Riham: It **4** .... be that old. What is behind the man?
Hala: I'm **5** .... sure it is a plane.
Riham: There were no planes until the 1900s!
Hala: I'm **6** .... that this photograph was taken in around 1920.
Riham: I **7** .... you're probably right.

15

1 Match the words and their meanings

1 Read out the first word and definition, completed as the example. Then tell the students to complete the task in pairs. Remind them to read the whole definition each time before deciding.

2 Check answers by inviting different students to read out the words and their meanings.

Answers:		
2 d	3 b	4 a

2 Complete the sentences with words from exercise 1

1 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.

Answers:

2 encourage
3 ebook
4 award

3 Read and correct the underlined words

1 Ask the students to read the sentences and work in pairs to discuss what the correct word should be to replace each underlined word.

2 When the students have written their corrected sentences, check answers as a class.

Answers:

1 I don't talk much on my smartphone. I use it to send photos and messages.
2 Travellers want free wi-fi in airports because they need to send emails.
3 I don't like ebooks because I don't enjoy reading novels online.
4 I want to buy a laptop because it is easier to carry around than a computer.

4 Complete the dialogue

1 Ask a student to read out the first line in the dialogue, completed as the example.

2 Allow time for the students to complete the task and then compare answers in pairs.

3 Check the answers by asking two students to read out the completed dialogue.

Answers:		
2 can't be	3 Perhaps	4 might
5 sure	6 sure	

REVIEW SB page 22 WB page 16

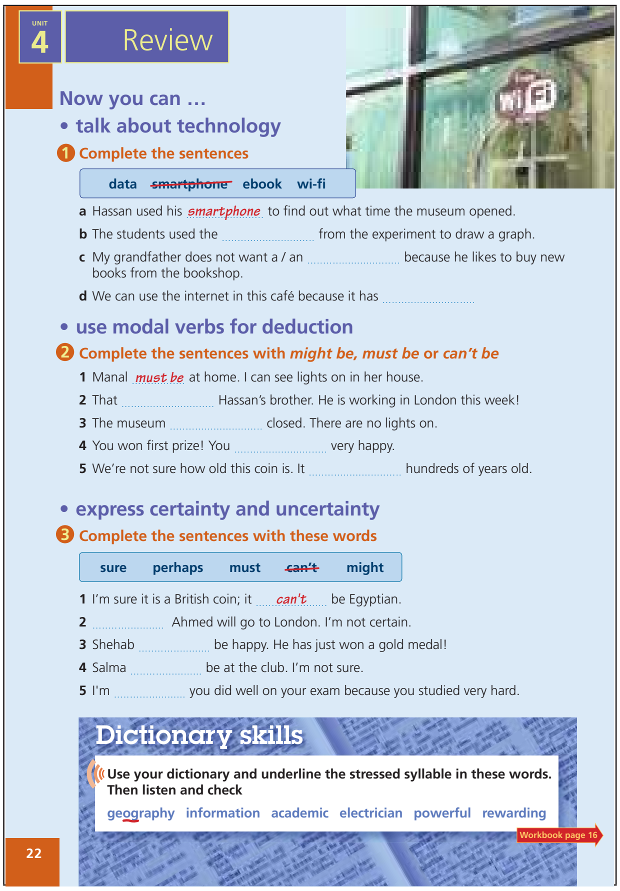
Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise dictionary skills

Before using the book:

- Write *Science and technology* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

SB Page 22


UNIT 4 Review

Now you can …

• talk about technology

1 Complete the sentences

data ~~smartphone~~ ebook wi-fi

a Hassan used his *smartphone* to find out what time the museum opened.
b The students used the .... from the experiment to draw a graph.
c My grandfather does not want a / an .... because he likes to buy new books from the bookshop.
d We can use the internet in this café because it has ....

• use modal verbs for deduction

2 Complete the sentences with *might be, must be* or *can't be*

1 Manal *must be* at home. I can see lights on in her house.
2 That .... Hassan's brother. He is working in London this week!
3 The museum .... closed. There are no lights on.
4 You won first prize! You .... very happy.
5 We're not sure how old this coin is. It .... hundreds of years old.

• express certainty and uncertainty

3 Complete the sentences with these words

sure perhaps must ~~can't~~ might

1 I'm sure it is a British coin; it *can't* be Egyptian.
2 .... Ahmed will go to London. I'm not certain.
3 Shehab .... be happy. He has just won a gold medal!
4 Salma .... be at the club. I'm not sure.
5 I'm .... you did well on your exam because you studied very hard.

Dictionary skills

Use your dictionary and underline the stressed syllable in these words. Then listen and check

geography information academic electrician powerful rewarding

Workbook page 16

22

1 Complete the sentences

1 Read out the first sentence and check the students agree that *smartphone* is the correct answer.

2 Allow time for the students to complete the task, and then check the answers as a whole class.

Answers:

2 data
3 ebook
4 wi-fi

2 Complete the sentences with *might*, *must* be or *can't be*

1 Read out the instruction and the first sentence, completed as the example.

2 Allow time for the students to complete the task in pairs, and go round offering help where needed.

3 Check answers by asking different students to read out the completed sentences to the class.

Answers:

2 can't be
3 must be
4 must be
5 might be

3 Complete the sentences with these words

1 Allow time for the students to study the example and look at the words in the box.

2 Students complete the task in pairs. Go round and monitor.

3 Check the answers.

Answers:

2 Perhaps
3 must
4 might
4 sure

Dictionary skills

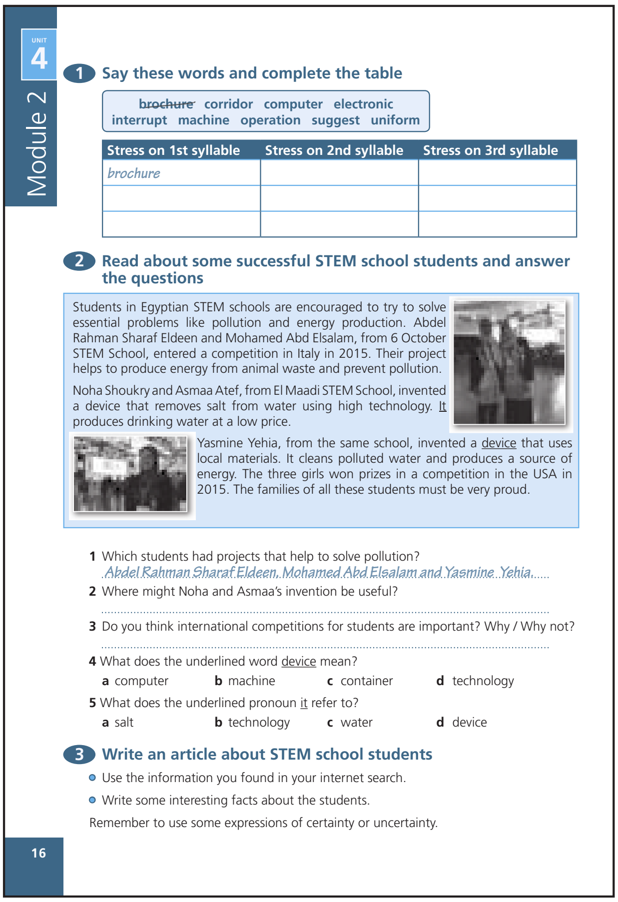
1 Students read the words. Say the example aloud, emphasising the underlined syllable. Ask students to work in pairs, saying each word aloud, checking in their dictionaries, and underlining the syllable they think is most stressed.

2 Play the recording for students to listen and check. Go through the answers and play the recording again if necessary. Students then practise saying the words, exaggerating the stress to help them remember it.

Answers:

information
academic
electrician
powerful
rewarding

WB Page 16



Module 2

UNIT 4

1 Say these words and complete the table

~~brochure~~ corridor computer electronic interrupt machine operation suggest uniform

Stress on 1st syllable	Stress on 2nd syllable	Stress on 3rd syllable
brochure		

2 Read about some successful STEM school students and answer the questions

Students in Egyptian STEM schools are encouraged to try to solve essential problems like pollution and energy production. Abdel Rahman Sharaf Eldeen and Mohamed Abd Elsalam, from 6 October STEM School, entered a competition in Italy in 2015. Their project helps to produce energy from animal waste and prevent pollution.

Noha Shoukry and Asmaa Atef, from El Maadi STEM School, invented a device that removes salt from water using high technology. It produces drinking water at a low price.

Yasmine Yehia, from the same school, invented a device that uses local materials. It cleans polluted water and produces a source of energy. The three girls won prizes in a competition in the USA in 2015. The families of all these students must be very proud.

1 Which students had projects that help to solve pollution?
Abdel Rahman Sharaf Eldeen, Mohamed Abd Elsalam and Yasmine Yehia.

2 Where might Noha and Asmaa's invention be useful?

3 Do you think international competitions for students are important? Why / Why not?

4 What does the underlined word device mean?
a computer **b** machine **c** container **d** technology

5 What does the underlined pronoun it refer to?
a salt **b** technology **c** water **d** device

3 Write an article about STEM school students

- Use the information you found in your internet search.
- Write some interesting facts about the students.

Remember to use some expressions of certainty or uncertainty.

16

1 Say these words and complete the table

1 Ask the students to identify the stressed syllable in each word and then complete the table. They should use dictionaries for practice.

2 Allow time for them to complete the task, and then check answers.

Answers:

Stress on 1st syllable: corridor, uniform

Stress on 2nd syllable: computer, machine, suggest

Stress on 3rd syllable: electronic, interrupt, operation

2 Read about some successful STEM school students and answer the questions

1 Ask students to read the text quickly first so that they understand the meaning. They should then read the questions below. Tell them not to worry about any words they don't know at this point.

2 Ask the students to read each question and try to find the answer in the text.

3 Check the answers as a whole class. Then go through any words the students don't know, encouraging them to use the context to help.

Answers:

2 *Suggested answer*: It might be useful in places where there isn't any clean drinking water, but there is water with salt in it.

3 Students' own answers

4 b

5 d

3 Write an article about STEM school students

1 Ask the students to tell you how STEM schools are different. Have a brief class discussion.

2 Tell them to read the instructions carefully. When they are ready, students write their article, using their notes. They should write in their notebooks using the model in exercise 2 to help (point out that they only need to write one paragraph, though stronger students can be encouraged to write more).

3 Go round and monitor while they are working, making suggestions where necessary. Remind them to use some expressions of certainty or uncertainty.

4 Invite different students to read out their work to the class.

Assessment

Speaking task

Outcome: to use modal verbs correctly

Use SB p20, Functions box

1 On the board, write *pollution*. Hold a short class discussion about what causes pollution, and what the effects of pollution are. Write these ideas on the board. Then ask students to reread the Functions box on page 20.

2 In pairs, the students choose one of the pollution topics and discuss what causes pollution and what we can do to improve it..

3 Invite students to report back to the class. Assess them on their use of the expressions in the Functions box.

Reading task

Outcome: to read about STEM schools

Use SB p18, exercise 2 text

1 On the board, write these questions: *1 Who needs to use technology in their job? 2 How do students work together in STEM schools? 3 What do their teachers do? 4 What will STEM school students be able to do when they finish studying?*

2 Ask the students to read the text again and write down their answers.

3 Check answers as a class.

Writing Task

Outcome: to practise using* might, must *and* can't be *correctly

Use SB p19, Grammar box

1 Students reread the Grammar box on page 19.

2 They then write three sentences: one using *might be*, one using *must be* and one using *can't be*.

3 Invite different students to read out their sentences for the rest of the class to check.

Listening task

Outcome: to understand an interview with STEM school students

Use the recording for SB p20, exercises 2 and 3

1 On the board, copy the following gapped extract from the recording (or photocopy the gapped extract for each student):

I won an ________ for the project that I did at my STEM school. First of all, our class studied the problems caused by ________ water around the world. I understood that people definitely can't stay healthy if they have to drink polluted water. So I also studied ________ and realised that some of them can clean ________ water. I asked myself, could this be a way to solve the problem?

2 Ask the students to complete the missing words as they listen to the recording.

UNIT

5 Achievements

SB pages 23–27 WB pages 17–19

Objectives

Grammar

Ability and inability*: could/couldn't, was/were (not) able to*

Reading

Reading a newspaper article about a young genius

Listening

Listening to a conversation about amazing people

Speaking

Adding information

Writing

Writing a paragraph about achievements

LESSON 1 SB page 23

Outcomes

- To introduce the unit to the students
- To talk about abilities
- To read a newspaper article about a child genius

Before using the book:

- Write the title of the unit, *Achievements*, on the board. Ask the students to brainstorm different types of achievements (e.g. sports, academic, music) and write them on the board.

SB Page 23



Achievements

UNIT 5

Lesson 1

1 Tell your partner about one thing you can do or would like do to well

2 These words are from a newspaper article. What do you think it is about?

ge·ni·us (*n*) a person with a very highly developed brain
com·put·er pro·gram·ming (*n*) writing the systems that make a computer work
in·tel·li·gent (*adj*) very quick to learn and understand things
soft·ware (*n*) the different systems used by a computer
skill (*n*) ability
sum (*n*) maths problem to work out
award (*n*) a prize given for an achievement

OBJECTIVES

- **Grammar** Ability and inability: *could / couldn't, was / were (not) able to*
- **Reading** Reading a newspaper article about a young genius
- **Listening** Listening to a conversation about amazing people
- **Speaking** Adding information
- **Writing** Writing a paragraph about achievements

3 Read the article. Find the words in exercise 2 and check that you understand their meanings

Mahmoud Wael: A child genius

Six-year-old Abla Wael from Cairo couldn't do her maths homework one evening. Her father was helping her when her younger brother came into the room. Mahmoud couldn't speak very well yet because he was only three. However, he was able to give all the answers to the sums.

Mahmoud's father was sure that his son was a genius. Soon, TV channels heard about his amazing maths skills and invited him to be on their shows.

When Mahmoud was seven, the American University in Cairo helped him to improve his English because it would help him to study maths at a high level. After only three months, he could read, write and speak English quite well.

One day, Mahmoud walked past a class that was studying computer programming at the university and he could understand the lesson. Soon one of the biggest computer software businesses in the world became interested in Mahmoud because he was so intelligent. He studied computer programming and got several awards. He was then able to teach university graduates about computer programming. He was only eleven!

Universities around the world invited Mahmoud to start a degree, but he decided to finish school first. He said that he would like to go to university in Egypt.

4 Are these sentences true (*T*) or false (*F*)?

1 *F* Mahmoud's older sister, Abla, is a genius at maths.
2 ☐ Mahmoud is good at English as well as maths.
3 ☐ Mahmoud went to university in America to learn English.
4 ☐ At the age of eleven, Mahmoud was a university graduate.
5 ☐ Mahmoud wants to finish school in Egypt and then go to university in another country.

23

1 Tell your partner about one thing you can do or would like to do well

1 Draw attention to the Objectives box on page 23, which refers to the objectives of the unit, and explain in Arabic if necessary.

2 Ask students to read the statement and discuss it in pairs. Then hold a short class discussion about students' abilities and ambitions.

2 These words are from a newspaper article. What do you think it is about?

1 Ask students to read the words and definitions. Then ask them to cover the words, and read out the definitions and elicit the words from the class.

2 They then discuss their ideas in groups before offering them to the rest of the class. Do not confirm their ideas at this point but tell them that they will find out when they read the article.

3 Read the article. Find the words in exercise 2 and check that you understand their meanings

1 Allow time for the students to read the text quickly. Tell them not to worry about understanding every word.

2 In pairs, students find the words from exercise 2.

3 Ask the class whether their ideas in exercise 2 were correct, and check the meanings of the words again by saying them in turn and eliciting the definitions (ask students to cover exercise 2 for this but allow them to refer back to the article if necessary).

Answer:

The article is about a child genius.

4 Are these sentences true (*T*) or false (*F*)?

1 Students read the text again. Ask them to read the example sentence and provide the correct information (*Mahmoud is a genius at maths*).

2 Ask the students to complete the task in pairs.

3 Check answers, encouraging students to correct the false sentences. Refer them back to the text if necessary.

Answers:

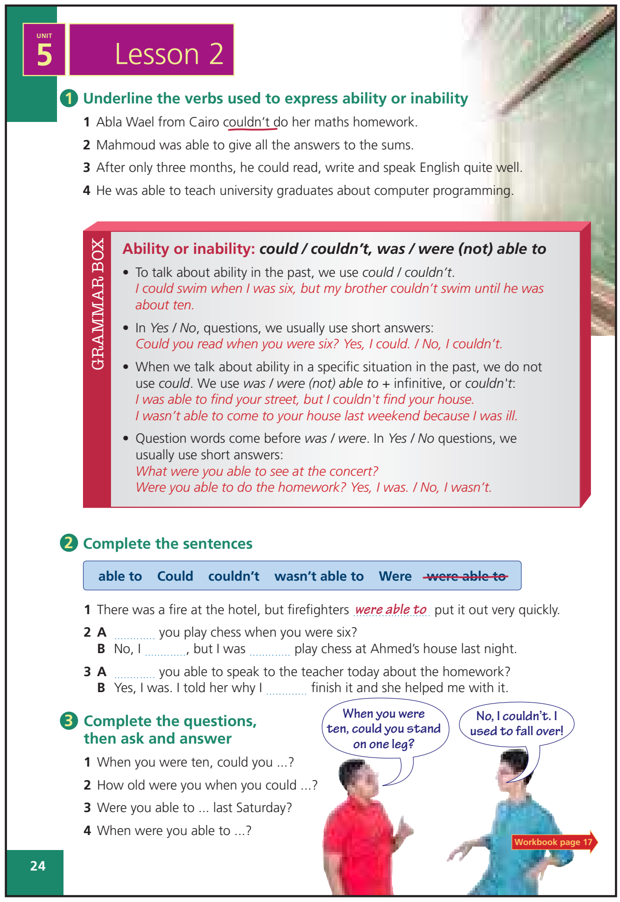
2 T
3 F (He went to the American University in Cairo.)
4 F (He taught university graduates about computer programming.)
5 F (He wants to finish school and then go to university in Egypt.)

LESSON 2 SB page 24 WB page 17

Outcome

• To use *could/couldn't, was/were (not) able* to correctly

SB Page 24



UNIT 5 Lesson 2

1 Underline the verbs used to express ability or inability

1 Abla Wael from Cairo couldn't do her maths homework.
2 Mahmoud was able to give all the answers to the sums.
3 After only three months, he could read, write and speak English quite well.
4 He was able to teach university graduates about computer programming.

GRAMMAR BOX

Ability or inability: ***could / couldn't, was / were (not) able to***

- To talk about ability in the past, we use *could / couldn't*.
  I could swim when I was six, but my brother couldn't swim until he was about ten.
- In *Yes / No*, questions, we usually use short answers:
  Could you read when you were six? Yes, I could. / No, I couldn't.
- When we talk about ability in a specific situation in the past, we do not use *could*. We use *was / were (not) able to* + infinitive, or *couldn't*:
  I was able to find your street, but I couldn't find your house.
  I wasn't able to come to your house last weekend because I was ill.
- Question words come before *was / were*. In *Yes / No* questions, we usually use short answers:
  What were you able to see at the concert?
  Were you able to do the homework? Yes, I was. / No, I wasn't.

2 Complete the sentences

able to Could couldn't wasn't able to Were ~~were able to~~

1 There was a fire at the hotel, but firefighters *were able to* put it out very quickly.
2 A .... you play chess when you were six?
B No, I ...., but I was .... play chess at Ahmed's house last night.
3 A .... you able to speak to the teacher today about the homework?
B Yes, I was. I told her why I .... finish it and she helped me with it.

3 Complete the questions, then ask and answer

1 When you were ten, could you ...?
2 How old were you when you could ...?
3 Were you able to ... last Saturday?
4 When were you able to ...?

Workbook page 17

24

1 Underline the verbs used to express ability or inability

1 Tell the students to read the Grammar box carefully and look at the example sentence. Check understanding by asking *Was Abla's homework easy for her? (No. It was too difficult.)*

2 Students complete the task. Check answers as a class.

Answers:

2 Mahmoud was able to give all the answers to the sums.
3 After only three months, he could read, write and speak English quite well.
4 He was able to teach university graduates about computer programming.

2 Complete the sentences

1 Read out the first sentence, completed as the example. Elicit why *were able to* is the correct answer (it is plural and it describes a specific situation in the past).

2 Put the students in pairs to complete the task. Go round and monitor.

3 Check answers by asking different students to read out each completed sentence.

Answers:
2 Could, couldn't, able to
3 Were, wasn't able to

3 Complete the questions, then ask and answer

1 Ask two students to read the speech bubbles.

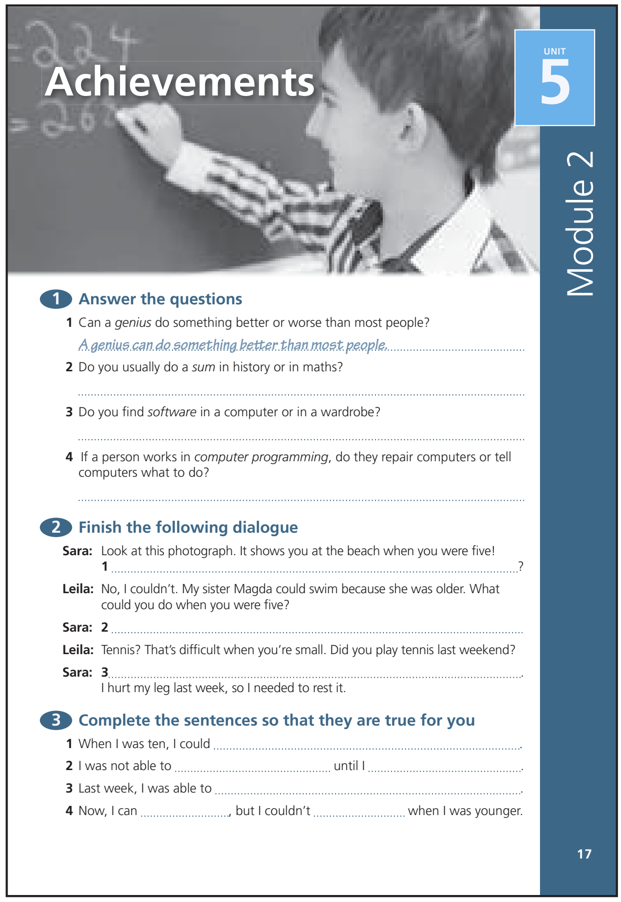
2 Allow time for the students to read the prompts and complete the sentences individually. Elicit ideas first if necessary.

3 Students complete the task in pairs, taking turns to ask and answer questions using the completed prompts. Go round and monitor while they are working, helping where necessary.

4 Invite different pairs to ask and answer while the rest of the class listen.

Answers:
Students' own answers

WB Page 17


Achievements

UNIT 5

Module 2

1 Answer the questions

1 Can a *genius* do something better or worse than most people?
A genius can do something better than most people.

2 Do you usually do a *sum* in history or in maths?

3 Do you find *software* in a computer or in a wardrobe?

4 If a person works in *computer programming*, do they repair computers or tell computers what to do?

2 Finish the following dialogue

Sara: Look at this photograph. It shows you at the beach when you were five! **1** ……?
Leila: No, I couldn't. My sister Magda could swim because she was older. What could you do when you were five?
Sara: **2** ……
Leila: Tennis? That's difficult when you're small. Did you play tennis last weekend?
Sara: **3** …… I hurt my leg last week, so I needed to rest it.

3 Complete the sentences so that they are true for you

1 When I was ten, I could ……
2 I was not able to …… until I ……
3 Last week, I was able to ……
4 Now, I can ……, but I couldn't …… when I was younger.

17

1 Answer the questions

1 Ask the students to read the first question and example answer.

2 Allow time for them to complete the task. Encourage them to write full sentences, as in the example.

3 Students compare answers in pairs.

4 Check answers with the whole class.

Answers:
2 You usually do a sum in maths.
3 You find software in a computer.
4 If a person works in computer programming, they tell computers what to do.

2 Finish the following dialogue

1 Ask a student to read out the first line of the dialogue. Ask another student to read the next speaker's lines.

2 Allow time for the students to complete the task and then compare answers in pairs.

3 Check the answers by asking two different students to read out the completed dialogue.

Sug stedn swers:

1 Could you swim when you were five?
2 I could play tennis.
3 No, I wasn't able to play.

3 Complete the sentences so that they are true for you

1 Ask the students to read the beginnings of the sentences and discuss some ideas.

2 Students then complete the sentences so that they are true for them. Go round and monitor, helping where necessary.

3 Invite different students to read out their completed sentences.

Answers:

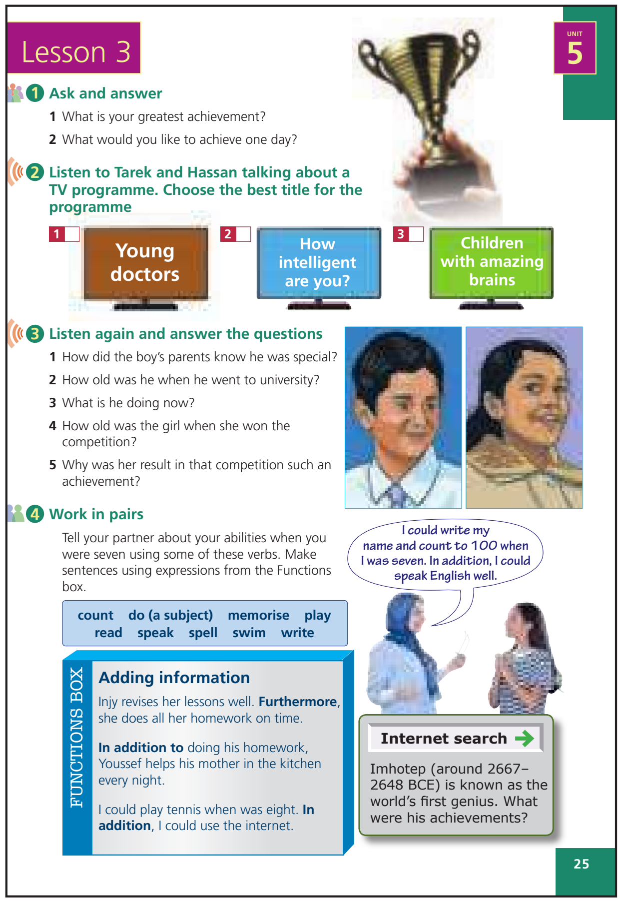
Students' own answers

LESSON 3 SB page 25

Outcomes

- To listen to a conversation about a TV programme and answer questions
- To talk about abilities
- To add information
- To carry out an internet search about Imhotep

SB Page 25


Lesson 3

UNIT 5

1 Ask and answer
1 What is your greatest achievement?
2 What would you like to achieve one day?

2 Listen to Tarek and Hassan talking about a TV programme. Choose the best title for the programme
1 Young doctors
2 How intelligent are you?
3 Children with amazing brains

3 Listen again and answer the questions
1 How did the boy's parents know he was special?
2 How old was he when he went to university?
3 What is he doing now?
4 How old was the girl when she won the competition?
5 Why was her result in that competition such an achievement?

4 Work in pairs
Tell your partner about your abilities when you were seven using some of these verbs. Make sentences using expressions from the Functions box.

count do (a subject) memorise play read speak spell swim write

FUNCTIONS BOX
Adding information
Injy revises her lessons well. **Furthermore**, she does all her homework on time.
In addition to doing his homework, Youssef helps his mother in the kitchen every night.
I could play tennis when was eight. **In addition**, I could use the internet.

Internet search
Imhotep (around 2667–2648 BCE) is known as the world's first genius. What were his achievements?

25

1 Ask and answer

1 Read out the questions and encourage a short class discussion.

2 Listen to Tarek and Hassan talking about a TV programme. Choose the best title for the programme

1 Tell the students to listen to the conversation and choose the best title. Tell them not to worry about other details because they will hear the recording again.

2 Play the recording. Then check the answer as a class.

Tapescript

Tarek:	*Did you watch that programme on TV last night, Hassan? It was about some very intelligent children.*
Hassan:	*No, I didn't. Tell me about it.*
Tarek:	*Well, one of them – a boy from India – became a doctor at the age of seven!*
Hassan:	*Really? He must be a genius.*

Tarek:	*Yes, he is. His parents knew there was something special about him when he was very young. He could walk and talk before the age of one, and he could also read really difficult books when he was only five.* *He became both the youngest doctor in India and the youngest boy to study medicine at university. He was twelve.*
Hassan:	*That's amazing! What's he doing now?*
Tarek:	*He's in his 20s now and he is still working as a doctor. Then the TV programme had an interview with a young girl from India. When she was eleven, she was the youngest person in a maths competition. Not only did she win the competition, but she achieved an amazing result: 100%.*
Hassan:	*Well, she's either a genius, or she worked very hard at school.*
Tarek:	*I think she's definitely a genius! I work hard at school too, but I'm not as good as she is.*

Answers:

Children with amazing brains.

3 Listen again and answer the questions

1 Ask the students to read the questions.

2 Play the recording again. Students then compare their answers with a partner.

3 Check answers with the whole class and if necessary play the recording a final time to confirm.

Answers:

1 He could walk and talk before the age of one, and he could also read really difficult books when he was only five.
2 He was twelve.
3 He is working as a doctor.
4 She was eleven.
5 Not only did she win the competition, but she achieved an amazing result: 100%.

4 Work in pairs

1 Students read the instruction and the speech bubble. They then look at the prompts in the box before telling their partner about their abilities. Ask different students to tell the class about their partner.

2 Students read the phrases in the Functions box. Ask them to read the instruction and provide an example (e.g. *I could write my name when I was five*. *In addition, I could count to ten in English*).

3 Students write three sentences. Go round and monitor, helping where necessary. Encourage students to help each other. You could pair a stronger student with a weaker one for this task.

4 Invite different students to read out their sentences. Ask the rest of the class to listen and check whether the phrases are used correctly.

Answers:

Students' own answers

Internet search

1 Read out the question and ask the students what they already know about Imhotep.

2 Now tell the students that they are going to do an internet search to find out the answer. The research can be done in class if there are enough resources, or as homework. Tell the students to type suitable keywords (*e.g. Imhotep's achievements*) into a search engine.

3 When they have carried out their research, ask the students to report their findings to the rest of the class.

4 As a further activity, the students could write one or two paragraphs comparing and contrasting Imhotep's achievements with their own, using some of the expressions in the Functions box.

LESSON 4 SB page 26 WB page 18

Outcomes

- To talk about awards and achievements
- To do a project about awards

SB Page 26



UNIT 5 Lesson 4

1 Complete the sentences

award degree ~~medal~~ trophy

1 An athlete gets a *medal* for winning a race.
2 A student gets a .... for completing a university course.
3 A sports team might win a .... at the end of a competition.
4 A student gets an .... for good results.

2 Ask and answer

Do you know a person who has won one of the awards from exercise 1? Which one? Why did they win it?

3 PROJECT

1 Choose a person in your family, city, village or school who should get an award.
- Who is the person?
- Why should they get an award?
- What are their achievements?
- What kind of award should it be?

2 Write a short paragraph about this person.

I would like to give my mother an award because she is the best mother in the world. Because she looked after me and my brother and sister, she wasn't able to go to university when she was younger. However, she started studying online two years ago and she has done very well in her exams. She wants to become a teacher one day and teach young children.

She should get an award because she has shown us that it is possible both to be a good parent and to achieve things for yourself.

Workbook page 18

26

1 Complete the sentences

1 Ask the students to look at the pictures and say what they can see. They then read the sentences and complete them with the words from the box.

2 Check the answers as a whole class. Ask whether anyone in the class has ever won a medal or an award and ask them to tell the class about it.

Answers:

2 degree 3 trophy 4 award

2 Ask and answer

1 Discuss the questions as a class, encouraging the students to talk about people they know. They could talk about the achievements of someone famous who they admire if preferred.

Answers:

Students' own answers

3 Project

1 Ask the students to read the text about the writer's mother. Then refer them to the questions in 1. Allow them a few minutes to think and make notes to answer the questions. Then ask a few students to tell the class who they have chosen to write about and why.

2 Students write their speeches, using the model text to help. They should write their speech using the second person, *you*. Provide an example if necessary (e.g. *You should get this award because you always help people when they have any problems*).

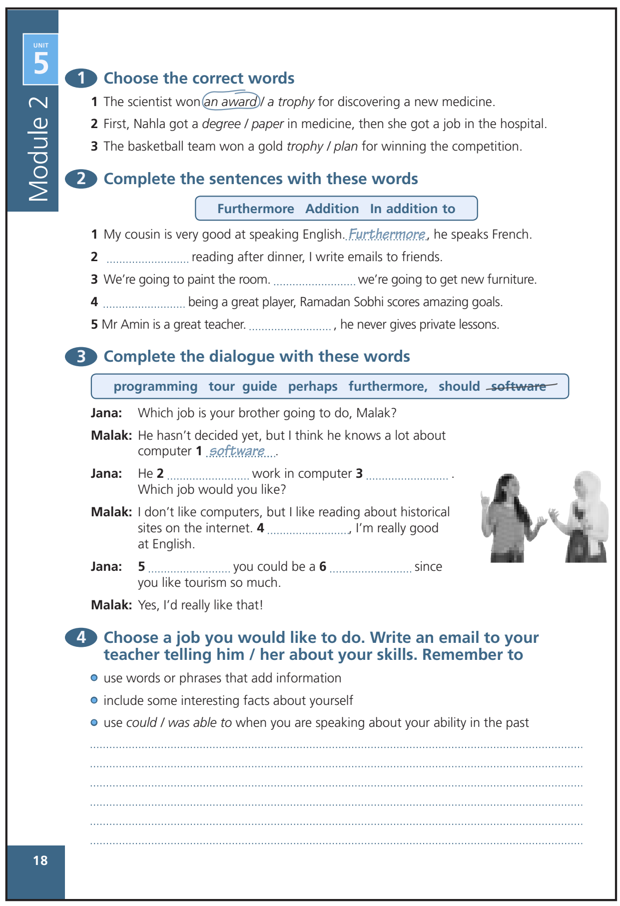
3 Go round and monitor, helping where necessary.

4 Ask different students to read out their speeches. You could pretend to be their chosen person, and respond appropriately. Encourage the rest of the class to clap at the end.

Answers:

Students' own answers

WB Page 18



UNIT 5 Module 2

1 Choose the correct words

1 The scientist won *an award* / *a trophy* for discovering a new medicine.
2 First, Nahla got a *degree* / *paper* in medicine, then she got a job in the hospital.
3 The basketball team won a gold *trophy* / *plan* for winning the competition.

2 Complete the sentences with these words

Furthermore Addition In addition to

1 My cousin is very good at speaking English. *Furthermore*, he speaks French.
2 .... reading after dinner, I write emails to friends.
3 We're going to paint the room. .... we're going to get new furniture.
4 .... being a great player, Ramadan Sobhi scores amazing goals.
5 Mr Amin is a great teacher. ...., he never gives private lessons.

3 Complete the dialogue with these words

programming tour guide perhaps furthermore, should ~~software~~

Jana: Which job is your brother going to do, Malak?
Malak: He hasn't decided yet, but I think he knows a lot about computer **1** *software*.
Jana: He **2** .... work in computer **3** .... Which job would you like?
Malak: I don't like computers, but I like reading about historical sites on the internet. **4** ...., I'm really good at English.
Jana: **5** .... you could be a **6** .... since you like tourism so much.
Malak: Yes, I'd really like that!

4 Choose a job you would like to do. Write an email to your teacher telling him / her about your skills. Remember to

- use words or phrases that add information
- include some interesting facts about yourself
- use *could* / *was able to* when you are speaking about your ability in the past

18

1 Choose the correct words

1 Read out the first sentence, completed as the example. Then tell the students to complete the task in pairs. Remind them to read the whole sentence each time before choosing an option.

2 Check answers by inviting different students to read out the sentences.

Answers:

2 degree 3 trophy

2 Complete the sentences with these words

1 Ask the students to look at the words in the box and elicit that these are used to add information.

2 Allow time for the students to complete the task in pairs, and then check answers by asking students to read out the completed sentences.

Answers:

2 In addition to	3 Furthermore / In addition
4 In addition to	5 Furthermore / In addition

3 Complete the dialogue with these words

1 Ask two students to read out the first lines of the dialogue, completed as the example.

2 Allow time for the students to complete the task and then compare answers in pairs.

3 Check the answers by asking two different students to read out the completed dialogue.

Answers:

2 should	3 programming	4 Furthermore
5 Perhaps	6 tour guide	

4 Choose a job you would like to do. Write an email to your teacher telling him / her about your skills.

1 Read out the instructions, and explain that students should include words and phrases that add information (e.g. *I am good at English and history. Furthermore, I like meeting new people. I would like to be a tour guide*).

2 Students write their sentences. Go round and monitor as they are working, helping if necessary.

3 Invite different students to read out their completed sentences.

Answers:

Students' own answers

REVIEW **SB page 27 WB page 19**

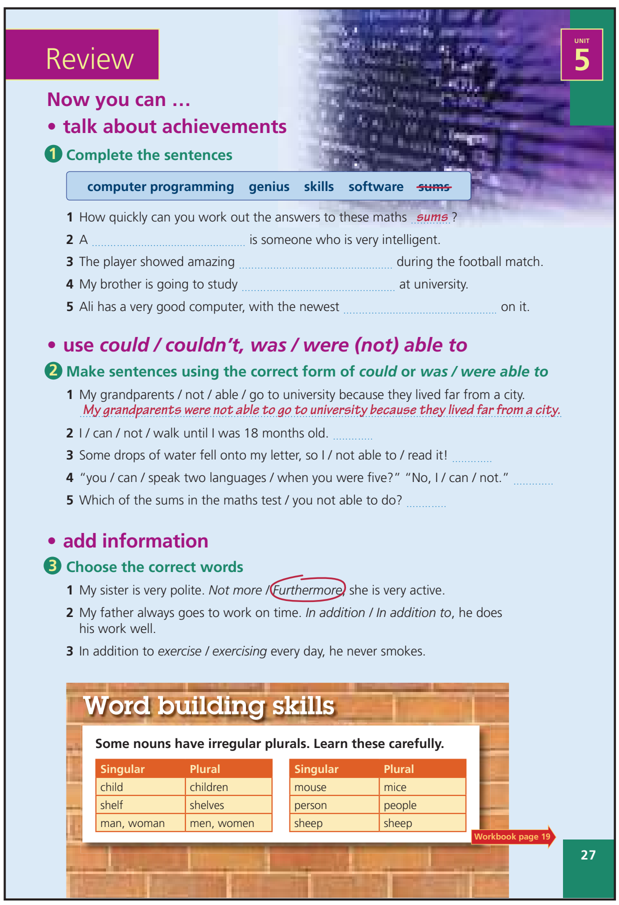
Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise word building skills

Before using the book:

- Write *Achievements* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

SB Page 27


Review

UNIT 5

Now you can …

• talk about achievements

1 Complete the sentences

computer programming genius skills software ~~sums~~

1 How quickly can you work out the answers to these maths sums ?
2 A .... is someone who is very intelligent.
3 The player showed amazing .... during the football match.
4 My brother is going to study .... at university.
5 Ali has a very good computer, with the newest .... on it.

• use *could / couldn't, was / were (not) able to*

2 Make sentences using the correct form of *could* or *was / were able to*

1 My grandparents / not / able / go to university because they lived far from a city.
My grandparents were not able to go to university because they lived far from a city.
2 I / can / not / walk until I was 18 months old. ....
3 Some drops of water fell onto my letter, so I / not able to / read it! ....
4 "you / can / speak two languages / when you were five?" "No, I / can / not." ....
5 Which of the sums in the maths test / you not able to do? ....

• add information

3 Choose the correct words

1 My sister is very polite. *Not more / Furthermore*, she is very active.
2 My father always goes to work on time. *In addition / In addition to*, he does his work well.
3 In addition to *exercise / exercising* every day, he never smokes.

Word building skills

Some nouns have irregular plurals. Learn these carefully.

Singular	Plural	Singular	Plural
child	children	mouse	mice
shelf	shelves	person	people
man, woman	men, women	sheep	sheep

Workbook page 19

27

1 Complete the sentences

1 Read out the first sentence and check the students agree that *sums* is the correct answer.

2 Allow time for the students to complete the task, and then check the answers as a whole class.

> ***Answers:***
>
> 2 genius 3 skills
> 4 computer programming 5 software

2 Make sentences using the correct form of *could or was / were able to*

1 Write the example prompts on the board and elicit the structure. Then ask students to compare their ideas with the example answer.

2 Allow time for the students to complete the task in pairs, and go round offering help where needed.

3 Check answers by asking different students to read out the sentences to the class.

> ***Answers:***
>
> 2 I could not walk until I was 18 months old.
> 3 Some drops of water fell onto my letter, so I was not able to read it!
> 4 "Could you speak two languages when you were five?" "No, I couldn't."
> 5 Which of the sums in the maths test weren't you able to do?

3 Choose the correct words

1 Elicit phrases for adding information.

2 Students complete the task in pairs. Go round and monitor.

3 Check the answers.

> ***Answers:***
>
> 2 In addition 3 exercising

Word building skills

1 Allow time for the students to read the Word building skills box.

2 Then ask them to cover the table. Read out the singular words, eliciting the plural forms.

WB Page 19

UNIT 5
Module 2

1 Write these sentences in the plural

1 Look at the child in the blue shirt.
Look at the children in the blue shirts.
2 There was a tall person who was waiting.
3 There is a sheep that is eating.
4 The woman teaches English every day.
5 Can you see a mouse?



2 Match to make sentences

1 [*d*] My grandmother won an award
2 [ ] My cousins are both excellent swimmers.
3 [ ] When I was ten,
4 [ ] My friend was able to answer

a In addition, they play tennis very well.
b I could write short stories.
c all the questions correctly in the maths test.
d for being the best nurse in the hospital.

3 Find and correct the mistakes in the following sentences

1 Our cycling team always practises at the weekend. In addition to, we practise four times a week in the holiday.
Our cycling team always practises at the weekend. In addition, we practise four times a week in the holiday.
2 She wasn't able to coming to university yesterday because she was ill.
3 Geniuses couldn't do things that ordinary people find difficult.
4 Olympic athletes get degrees when they win first place.

4 Write a paragraph of seven sentences about Imhotep, the world's first genius

- Use the information from your internet search.
- Include some interesting facts.
- Remember to use *could / was able to.*

19

1 Write these sentences in the plural

1 Ask the students to look at the picture and elicit the singular and plural forms.

2 Allow time for them to complete the task, and then check answers.

> ***Answers:***
>
> 2 There were (some) tall people who were waiting.
> 3 The men are working in some fields where there are some sheep.
> 4 The women teach English every day.
> 5 Can you see some/any mice under the trees?

2 Match to make sentences

1 Ask the students to read the sentence halves and the example.

2 They then match the remaining halves to make full sentences.

3 Ask students to read out the sentences to the class.

> ***Answers:***
>
> 2 a 3 b 4 c

3 Find and correct the mistakes in the following sentences

1 First, ask the class to read the first example sentences and to identify what the problem is. Ask a student to read out the example answer and check that they all agree.

2 Ask students to work in pairs to identify each mistake and write a correct sentence.

3 When they have finished, invite different students to read out their work to the class.

Answers:

2 She wasn't able to **come** to university yesterday because she was ill.

3 Geniuses **can** do things that ordinary people find difficult.

4 Olympic athletes get **medals** when they come first. .

4 Write a paragraph of seven sentences about Imhotep, the world's first genius

1 First, ask the class to think about the information they found during the internet search about Imhotep.

2 When they are ready, students write their paragraphs. Remind them to use *could/was able to* and expressions for adding information. They should start their answer in the Workbook and continue in their notebooks if they need more space. Go round and monitor while they are working, making suggestions where necessary.

3 When they have finished, ask them to check each other's work.

4 Invite different students to read out their work to the class.

Answers:

Students' own answers

Assessment

Speaking task

Outcome: to add information

Use SB p25, Functions box

1 Brainstorm things that students couldn't do at all or couldn't do well when they were younger, which they are better at now.

2 In pairs, the students then tell each other about their abilities, using phrases for adding information. Encourage them to listen carefully to what their partner says, making notes if necessary, as they will later report back to the class about their partner.

3 Invite students to tell the class about their partner. Assess on their use of the expressions in the Functions box.

Reading task

Outcome: to read about a child genius

Use SB p23, exercise 3 text

1 On the board, write these questions:

1 Who was Abela Wael? 2 What did Mahmoud's father think about him? 3 Why did the American University in Cairo help Mahmoud learn English? 4 What happened when Mahmoud walked past a computer-programming class? 5 What have universities around the world invited Mahmoud to do?

2 Ask the students to read the text again and write down their answers.

3 Check answers as a class.

Writing task

Outcome: to practise using* could/couldn't, was/were (not) able to *correctly

1 Ask the students to write six sentences, using each of the verb forms once (*could, couldn't, was able to, was not able to, were able to, were not able to*).

2 Invite different students to read out their sentences for the rest of the class to check.

Listening task

Outcome: to understand a conversation about a TV programme

Use the recording for SB p25, exercises 2 and 3

1 On the board, copy the following gapped extract from the recording (or photocopy the gapped extract for each student):

His parents knew there was something special about him when he was very young. He _______ walk and talk ________ the age of one, and he could ________ read really difficult books when he ________ only five. He became _______ the youngest doctor in India and the youngest boy to study medicine at university. He was twelve.

2 Ask the students to complete the missing words as they listen to the recording.

UNIT
6 Inventors
SB pages 28–32 WB pages 20–22

Objectives

Grammar
Transitive and intransitive verbs
Reading
Reading a magazine article about robots
Listening
Listening to a speaker emphasising points
Speaking
Emphasising
Writing
Writing a report

LESSON 1 SB page 28

Outcomes

- To talk about machines in the home
- To read a magazine article about robots and answer questions

Before using the book:

- Write the title of the unit, *Inventors*, on the board and ask the students to tell you what they think they will study in the unit connected to the topic.
- Ask if they know anyone of their own age who has already invented something. Have they invented something themselves?

SB Page 28



UNIT 6 Inventors

Lesson 1

OBJECTIVES
- **Grammar** Transitive and intransitive verbs
- **Reading** Reading a magazine article about robots
- **Listening** Listening to a speaker emphasising points
- **Speaking** Emphasising
- **Writing** Writing a report

1 Ask and answer
How do machines help us at home?

2 Which of the robots below is a scientific robot and which are personal robots?

Robots in our lives

Scientists have used robots for a long time. Some robots dive under water to study the sea. Others are sent inside **volcanoes** to study places that are dangerous. In 2012, a robot went to another planet to study the soil and the gases there.

Personal robots are designed to help people with jobs at home. They include robot **vacuum** 1 *cleaners* to clean floors and **lawn mowers** to cut the grass in parks and gardens.

Now, an engineer has designed a robot that can 2 .... people. When you speak, it will answer! It will hear your 3 .... and turn its head in order to look at you. It will say hello to you when you come home and it can read a story to children. It can give a message to the right person in the family. It can even remind you to send your emails.

Some robots are designed to have friendly 4 .... so that children will think they are toys. These robots are very useful in hospitals, where they can 5 .... children and help them to feel better.

3 Read and complete the magazine article with these words

~~cleaners~~ entertain faces recognise voice

4 Answer the questions
1 Why was a robot sent into space?
2 What does a vacuum cleaner do?
3 Why is a conversation with robots sometimes similar to a conversation with a person?
4 How can robots be used to help children in hospitals?

28

1 Ask and answer

1 Draw attention to the Objectives box on page 28, which refers to the objectives of the unit, and explain in Arabic if necessary.

2 Read out the question and put students in pairs to discuss ideas.

3 Invite the students to share their ideas and add to the notes on the board. Encourage a short class discussion.

Sug stedın swers:

They can help us wash the dishes, clean clothes, cook food, clean the floor, etc.

2 Which of the robots below is a scientific robot and which are personal robots?

1 Ask the students to look at the pictures and discuss the question in pairs.

2 Check the answers as a whole class.

Answers:

Picture 3 is scientific, the other two are personal.

3 Read and complete the magazine article with these words

1. Read out the words in the box and check they understand each word, and then allow time for the students to read the text. Tell them not to worry about detail at this stage.
2. In pairs, students discuss where the words go in the text.
3. Check answers with the whole class.

Answers:	
2 recognise	3 voice
4 faces	5 entertain

4 Answer the questions

1. Ask the students to read the questions and try to answer them in pairs without referring back to the text. Invite them to share their ideas.
2. Ask the class to read the text again more carefully and to find the answers to the questions. Remind them not to worry about any unfamiliar words at this point.
3. Invite different students to give their answers and to point to the part of the text where they found the information.
4. Ask the students to read the text again and to look at the words in red. Tell them to try to guess their meaning, using the context to help them. Then check the meanings of the words as a whole class.

Answers:

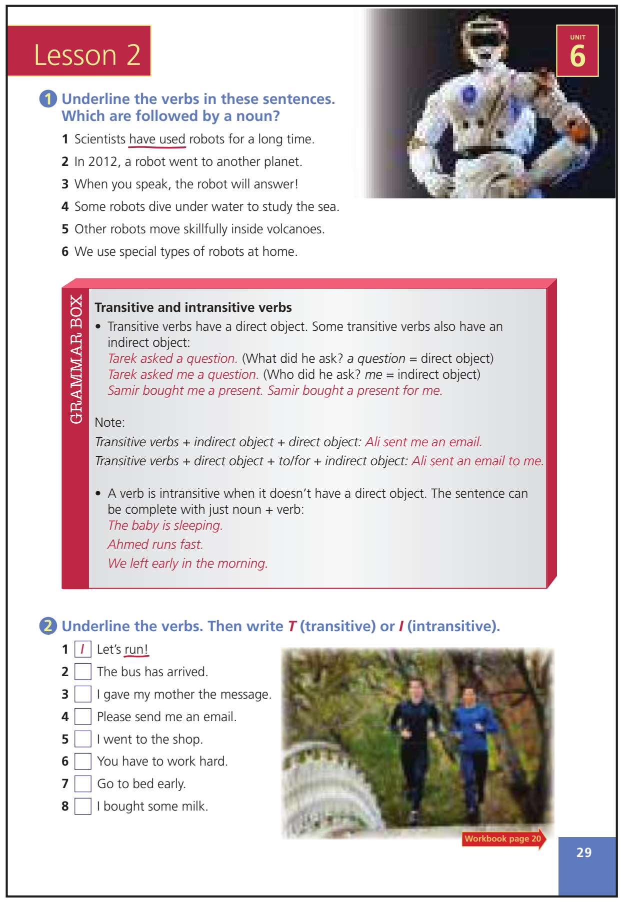
1. To study the soil and the gases there.
2. It cleans floors.
3. Because when you speak, it will answer. It will hear your voice and turn its head in order to look at you.
4. They can be like toys and entertain the children.

LESSON 2 SB page 29 WB page 20

Outcome

- To use transitive and intransitive verbs correctly

SB Page 29



Lesson 2

UNIT 6

1 Underline the verbs in these sentences. Which are followed by a noun?

1 Scientists <u>have used</u> robots for a long time.
2 In 2012, a robot went to another planet.
3 When you speak, the robot will answer!
4 Some robots dive under water to study the sea.
5 Other robots move skillfully inside volcanoes.
6 We use special types of robots at home.

GRAMMAR BOX

Transitive and intransitive verbs

- Transitive verbs have a direct object. Some transitive verbs also have an indirect object:
  Tarek asked a question. (What did he ask? *a question* = direct object)
  Tarek asked me a question. (Who did he ask? *me* = indirect object)
  Samir bought me a present. Samir bought a present for me.

Note:
Transitive verbs + indirect object + direct object: Ali sent me an email.
Transitive verbs + direct object + to/for + indirect object: Ali sent an email to me.

- A verb is intransitive when it doesn't have a direct object. The sentence can be complete with just noun + verb:
  The baby is sleeping.
  Ahmed runs fast.
  We left early in the morning.

2 Underline the verbs. Then write *T* (transitive) or *I* (intransitive).

1 [I] Let's <u>run</u>!
2 [ ] The bus has arrived.
3 [ ] I gave my mother the message.
4 [ ] Please send me an email.
5 [ ] I went to the shop.
6 [ ] You have to work hard.
7 [ ] Go to bed early.
8 [ ] I bought some milk.

Workbook page 20

29

1 Underline the verbs in these sentences. Which are followed by a noun?

1. Ask the students to copy the sentences into their notebooks and underline the verbs as in the example.
2. Check answers as a class.

Answers:

2 In 2012, a robot <u>went</u> to another planet.
3 When you <u>speak</u>, the robot <u>will answer</u>!
4 It will <u>say</u> hello to you.
5 It can <u>read</u> a story to children.
6 These robots <u>can entertain</u> children and <u>help</u> them to <u>feel</u> better.

2 Underline the verbs. Then write *T* (transitive) or *I* (intransitive).

1 First, allow time for the students to read the Grammar box.

2 Check their understanding by asking the class to suggest some examples of transitive and intransitive verbs. Write them on the board in two lists. Ask a student to explain the difference between the two kinds of verb.

3 Allow time for the students to read the instruction and study the example.

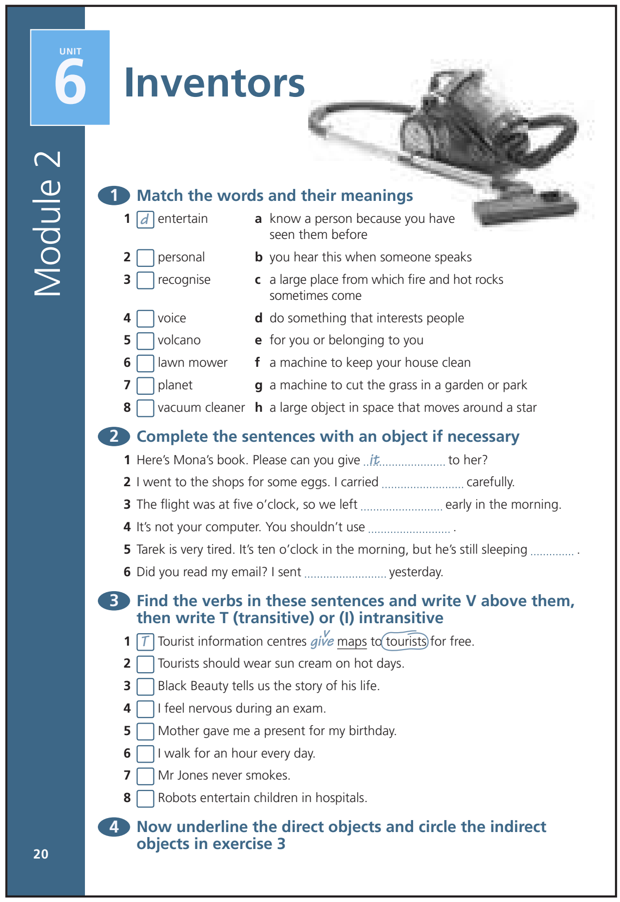
4 Students then complete the task in pairs. Go round and monitor.

5 Check answers and elicit an explanation for each one.

Answers:

2 [I] The bus has arrived. (no object)
3 [T] I gave my mother the message. (a direct and an indirect object)
4 [T] Please send me an email. (a direct and an indirect object)
5 [I] The accident happened yesterday.. (no object)
6 [I] You have to work hard. (no object)
7 [I] Go to bed early. (no object)
8 [T] I bought some milk. (direct object)

✎ WB Page 20



Module 2

UNIT 6 Inventors

1 Match the words and their meanings

1 [d] entertain — a know a person because you have seen them before
2 [ ] personal — b you hear this when someone speaks
3 [ ] recognise — c a large place from which fire and hot rocks sometimes come
4 [ ] voice — d do something that interests people
5 [ ] volcano — e for you or belonging to you
6 [ ] lawn mower — f a machine to keep your house clean
7 [ ] planet — g a machine to cut the grass in a garden or park
8 [ ] vacuum cleaner — h a large object in space that moves around a star

2 Complete the sentences with an object if necessary

1 Here's Mona's book. Please can you give *it*.......... to her?
2 I went to the shops for some eggs. I carried .... carefully.
3 The flight was at five o'clock, so we left .... early in the morning.
4 It's not your computer. You shouldn't use ....
5 Tarek is very tired. It's ten o'clock in the morning, but he's still sleeping ....
6 Did you read my email? I sent .... yesterday.

3 Find the verbs in these sentences and write V above them, then write T (transitive) or (I) intransitive

1 [T] Tourist information centres *give* maps to (tourists) for free.
2 [ ] Tourists should wear sun cream on hot days.
3 [ ] Black Beauty tells us the story of his life.
4 [ ] I feel nervous during an exam.
5 [ ] Mother gave me a present for my birthday.
6 [ ] I walk for an hour every day.
7 [ ] Mr Jones never smokes.
8 [ ] Robots entertain children in hospitals.

4 Now underline the direct objects and circle the indirect objects in exercise 3

20

1 Match the words and their meanings

1 Read out the first word and check the students agree that *d* is the matching definition (given as the example).

2 Allow time for the students to complete the task, and then check the answers as a whole class.

Answers:

2 e
3 a
4 b
5 c
6 g
7 h
8 f

2 Complete the sentences with an object if necessary

1 Ask the students to read the example carefully. Discuss why the object *it* is necessary (because the verb give is transitive)..

2 Students complete the sentences in pairs while you go round and monitor.

3 Ask different students to read out each sentence for the class to check their answers.

Answers:

2 them 3 (no object) 4 it
5 (no object) 6 it

3 Find the verbs in these sentences, then write T (transitive) or I (intransitive)

1 Read out the first sentence, completed as the example.

2 Students complete the task in pairs while you go round and monitor.

3 Check answers by inviting different students to read out the sentences.

Answers:

2 T
3 T
4 I
5 T
6 I
7 I
8 T

4 Now underline the direct objects and circle the indirect objects in exercise 3

1 Ask students to look at the sentences in exercise 3 that have transitive verbs.

2 Look at the underlined and circled words in the example. Discuss how these objects are different.

3 Students complete the task in pairs.

4 Check answers as a class.

Answers:

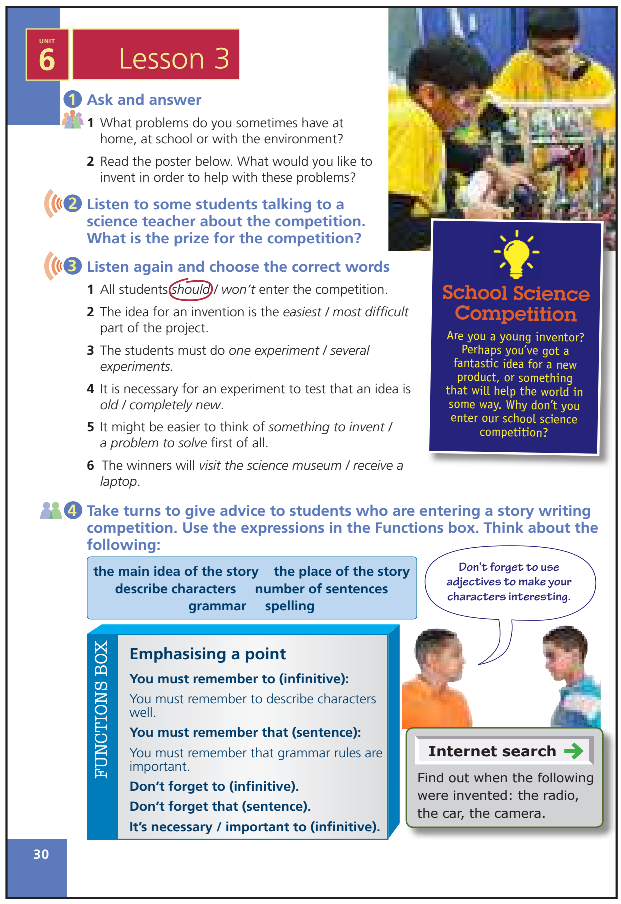
2 Tourists should wear sun cream on hot days.
3 Black Beauty tells us the story of his life.
5 Mother gave me a present for my birthday.
8 Robots entertain children in hospitals.

LESSON 3 SB page 30

Outcomes

- To ask and answer about problems and inventions
- To listen to a speaker emphasising points about a science competition
- To practise emphasising a point
- To carry out an internet search about inventions

SB Page 30


UNIT 6 Lesson 3

1 Ask and answer
1 What problems do you sometimes have at home, at school or with the environment?
2 Read the poster below. What would you like to invent in order to help with these problems?

2 Listen to some students talking to a science teacher about the competition. What is the prize for the competition?

3 Listen again and choose the correct words
1 All students should / won't enter the competition.
2 The idea for an invention is the *easiest / most difficult* part of the project.
3 The students must do *one experiment / several experiments.*
4 It is necessary for an experiment to test that an idea is *old / completely new.*
5 It might be easier to think of *something to invent / a problem to solve* first of all.
6 The winners will *visit the science museum / receive a laptop.*

School Science Competition
Are you a young inventor? Perhaps you've got a fantastic idea for a new product, or something that will help the world in some way. Why don't you enter our school science competition?

4 Take turns to give advice to students who are entering a story writing competition. Use the expressions in the Functions box. Think about the following:

the main idea of the story · the place of the story · describe characters · number of sentences · grammar · spelling

Don't forget to use adjectives to make your characters interesting.

FUNCTIONS BOX
Emphasising a point
You must remember to (infinitive):
You must remember to describe characters well.
You must remember that (sentence):
You must remember that grammar rules are important.
Don't forget to (infinitive).
Don't forget that (sentence).
It's necessary / important to (infinitive).

Internet search
Find out when the following were invented: the radio, the car, the camera.

30

1 Ask and answer

1 Read out the first question and invite one or two students to answer briefly.

2 Students then work in pairs to discuss in more detail. Go round and monitor. Invite different students to report back to the class.

3 Students then read the poster and answer the second question in pairs. Go round and offer help where needed.

4 Invite students to report back to the class and

allow a short class discussion. Who has the best idea for an invention?

2 Listen to some students talking to a science teacher about the competition. What is the prize for the competition?

1 Read out the question and tell the students not to worry about understanding every word, but to listen out for the answer to the question.

2 Play the recording. Then elicit the answer to the question.

Tapescript

Male teacher:	*So, let's talk about the science competition! You must remember how important it is for you to enter. You'll learn so much about scientific research.*
Boy 1:	*I've got a lot of ideas for some inventions already.*
Male teacher:	*That's very good. But don't forget that the idea is the easiest part of the project. Once you've got an idea, you have to think about the design. Then you have to do several experiments and test them to see if they work.*
Boy 2:	*What kind of ideas are you looking for in the competition?*
Male teacher:	*It is necessary for it to be something different. Do some research and find out if your idea is completely new.*
Boy 3:	*It's difficult to think of something to invent.*
Male teacher:	*It can be difficult at first, I agree. It might be easier to think of a problem that you want to solve first. It's important to remember to work on something that you are really interested in. And don't forget that there is a prize! The winners will visit the science museum, where they will present their design to people who work there.*

Answers:

The prize is a visit to the science museum, where the winners will present their design to people who work there.

3 Listen again and choose the correct words

1 Ask the students to read through the sentences. Then play the recording again while the students complete the task.

2 Ask the students to check their answers in pairs, and then check the answers as a whole class, playing the recording again if necessary.

Answers:

2 easiest
3 several experiments
4 completely new
5 a problem to solve
6 visit the science museum

4 Take turns to give advice to students who are entering a story writing competition. Use the expressions in the Functions box. Think about the following:

1 First, ask the students to read the Functions box carefully. You could play the recording again, telling them to listen out for the expressions in the box.

2 Read out the instructions, and then ask the students to read the prompts in the box and the speech bubble.

3 Put them in pairs to practise giving each other advice. Go round and check they are using expressions from the Functions box.

4 Invite different students to share their ideas with the class.

Answers:

Students' own answers

Internet search

1 Read out the instruction and ask the students when they think the items were invented.

2 Now tell the students that they are going to do an internet search to find out more. The research can be done in class if there are enough resources, or as homework. Tell the students to type suitable keywords (e.g. *When was the radio invented?*) into a search engine.

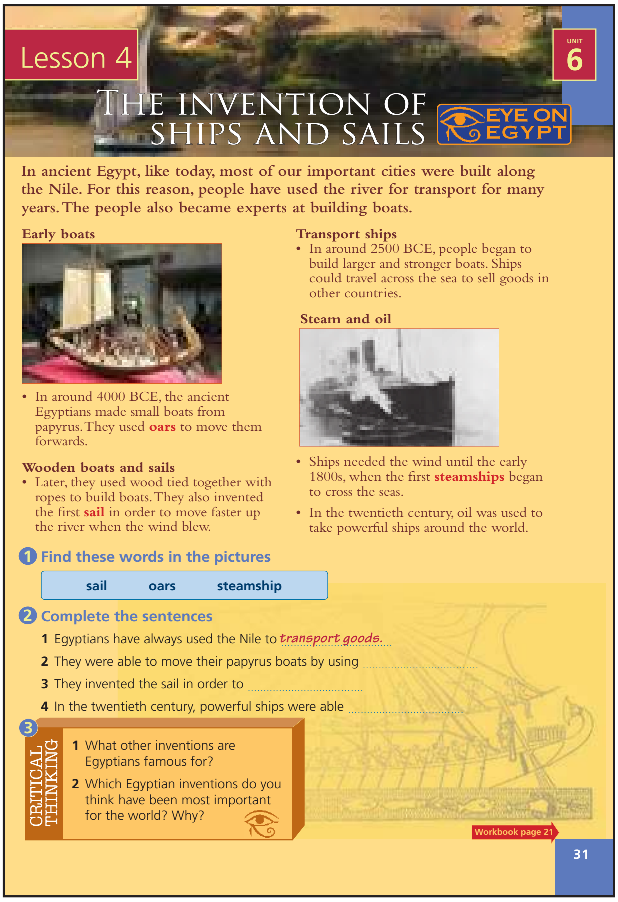
3 When they have carried out their research, ask the students to report their findings to the rest of the class.

LESSON 4 SB page 31 WB page 21

Outcomes

- To read about the invention of ships and sails
- To use critical thinking skills to discuss Egyptian inventions

SB Page 31


Lesson 4

UNIT 6

THE INVENTION OF SHIPS AND SAILS

EYE ON EGYPT

In ancient Egypt, like today, most of our important cities were built along the Nile. For this reason, people have used the river for transport for many years. The people also became experts at building boats.

Early boats

- In around 4000 BCE, the ancient Egyptians made small boats from papyrus. They used **oars** to move them forwards.

Wooden boats and sails

- Later, they used wood tied together with ropes to build boats. They also invented the first **sail** in order to move faster up the river when the wind blew.

Transport ships

- In around 2500 BCE, people began to build larger and stronger boats. Ships could travel across the sea to sell goods in other countries.

Steam and oil

- Ships needed the wind until the early 1800s, when the first **steamships** began to cross the seas.
- In the twentieth century, oil was used to take powerful ships around the world.

1 Find these words in the pictures

sail oars steamship

2 Complete the sentences

1 Egyptians have always used the Nile to *transport goods.*
2 They were able to move their papyrus boats by using ....
3 They invented the sail in order to ....
4 In the twentieth century, powerful ships were able ....

3 CRITICAL THINKING

1 What other inventions are Egyptians famous for?
2 Which Egyptian inventions do you think have been most important for the world? Why?

Workbook page 21

31

1 Find these words in the pictures

1 Ask the students to look at the pictures and say what they can see.

2 Read out the words in the box and ask the students to point to the correct parts of the pictures.

Answers:

sail: header, left and bottom pictures
oars: left and bottom pictures
steamship: centre right picture

2 Complete the sentences

1 Allow time for the students to read the text carefully. Go round and explain any new words, making a note of them.

2 Ask the students to study the example, and then tell them to try to complete the sentences in pairs without referring back to the text.

3 Ask the class to read the text again and to complete the task.

4 Invite different students to give their answers and to point to the part of the text where they found the information.

5 Check new words with the whole class, encouraging the students to use the context to guess their meaning.

Answers:

2 They were able to move their papyrus boats by using oars.
3 They invented the sail in order to move faster up the river when the wind blew.
4 In the twentieth century, powerful ships were able to travel around the world using oil.

3 Critical thinking

1 Put the students into small groups to discuss the first question. If necessary, encourage them to research the question for homework and bring their results to the next class.

2 Invite different groups to share their ideas.

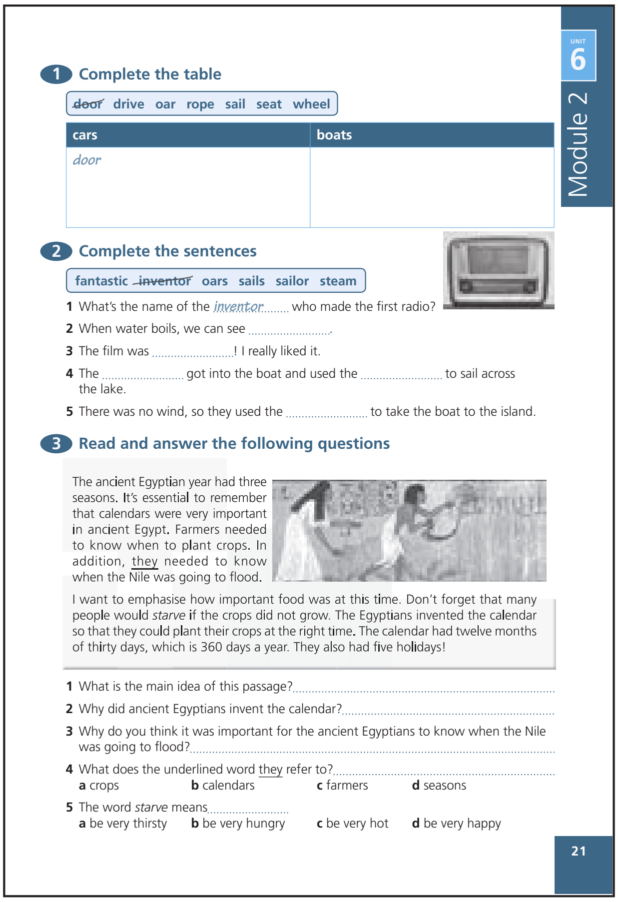
3 On the board, list their ideas and then put the students in pairs or small groups to discuss which inventions were the most important. Go round and monitor.

4 Have a short class discussion and a class vote (with a show of hands) to find the 'most important' invention.

Answers:

Students' answers are likely to include writing; papyrus (paper); the calendar; toothpaste; the plough; sails

✎ WB Page 21



UNIT 6 Module 2

1 Complete the table

~~door~~ drive oar rope sail seat wheel

cars	boats
door	

2 Complete the sentences

fantastic ~~inventor~~ oars sails sailor steam

1 What's the name of the *inventor*........ who made the first radio?
2 When water boils, we can see ....
3 The film was ....! I really liked it.
4 The .... got into the boat and used the .... to sail across the lake.
5 There was no wind, so they used the .... to take the boat to the island.

3 Read and answer the following questions

The ancient Egyptian year had three seasons. It's essential to remember that calendars were very important in ancient Egypt. Farmers needed to know when to plant crops. In addition, they needed to know when the Nile was going to flood.

I want to emphasise how important food was at this time. Don't forget that many people would *starve* if the crops did not grow. The Egyptians invented the calendar so that they could plant their crops at the right time. The calendar had twelve months of thirty days, which is 360 days a year. They also had five holidays!

1 What is the main idea of this passage?........................
2 Why did ancient Egyptians invent the calendar?........................
3 Why do you think it was important for the ancient Egyptians to know when the Nile was going to flood?........................
4 What does the underlined word they refer to?........................
a crops b calendars c farmers d seasons
5 The word *starve* means........................
a be very thirsty b be very hungry c be very hot d be very happy

21

1 Complete the table

1 Allow time for the students to read the list of words and the two headings.

2 You could do this as a class activity or put the students in pairs to complete the task. Tell them to use dictionaries if necessary, or to refer back to their Student's Books (page 31).

3 Check answers.

Answers:

cars	boats
door drive seat wheel	oar rope sail

2 Complete the sentences

1 Read out the first sentence, completed as the example. Then tell the students to complete the task in pairs. Remind them to read the whole sentence each time before completing it.

2 Check answers by inviting different students to read out the sentences.

Answers:

2 steam
3 fantastic
4 sails
5 oars

3 Read and answer the following questions

1 First, ask the students to read the whole text. Tell them not to worry about understanding every word. Then ask the students to read the questions carefully.

2 Encourage them to look for the appropriate part of the text to answer each question. Allow time for the students to complete the task in pairs. Go round and prompt if necessary.

3 Check the answers as a whole class – ask different students to read out each answer.

Answers:

1 The main idea of this text is about the ancient Egyptian calendar and why the ancient Egyptians needed to know about the seasons.
2 The ancient Egyptians needed to know when to plant crops and when the Nile was going to flood so they invented the calendar.
3 If the ancient Egyptians knew when the Nile was going to flood, they could plant their crops at the right time. This meant they would have enough to eat.

4 c 5 b

REVIEW SB page 32 WB page 22

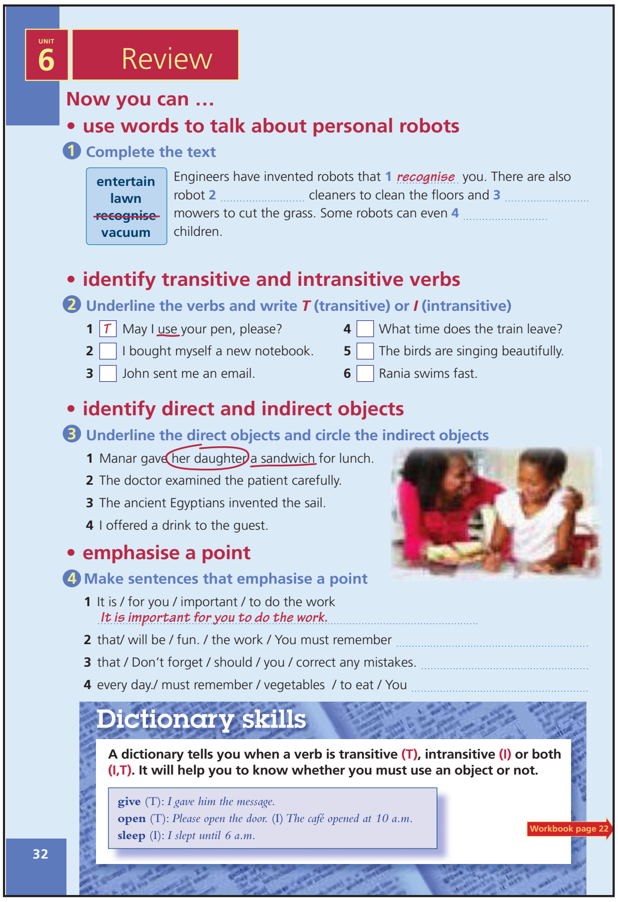
Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise writing a report

Before using the book:

- Write *Inventors* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

SB Page 32



UNIT 6 Review

Now you can …

- **use words to talk about personal robots**

1 Complete the text

entertain / lawn / ~~recognise~~ / vacuum

Engineers have invented robots that 1 *recognise* you. There are also robot 2 .... cleaners to clean the floors and 3 .... mowers to cut the grass. Some robots can even 4 .... children.

- **identify transitive and intransitive verbs**

2 Underline the verbs and write *T* (transitive) or *I* (intransitive)

1 *T* May I use your pen, please?
2 I bought myself a new notebook.
3 John sent me an email.
4 What time does the train leave?
5 The birds are singing beautifully.
6 Rania swims fast.

- **identify direct and indirect objects**

3 Underline the direct objects and circle the indirect objects

1 Manar gave her daughter a sandwich for lunch.
2 The doctor examined the patient carefully.
3 The ancient Egyptians invented the sail.
4 I offered a drink to the guest.

- **emphasise a point**

4 Make sentences that emphasise a point

1 It is / for you / important / to do the work
It is important for you to do the work.
2 that/ will be / fun. / the work / You must remember ....
3 that / Don't forget / should / you / correct any mistakes. ....
4 every day./ must remember / vegetables / to eat / You ....

Dictionary skills

A dictionary tells you when a verb is transitive (T), intransitive (I) or both (I,T). It will help you to know whether you must use an object or not.

give (T): *I gave him the message.*
open (T): *Please open the door.* (I) *The café opened at 10 a.m.*
sleep (I): *I slept until 6 a.m.*

Workbook page 22

32

1 Complete the text

1 Read out the first sentence, completed as the example.

2 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.

Answers:

2 vacuum
3 lawn
4 entertain

2 Underline the verbs and write *T* (transitive) or *I* (intransitive)

1 Ask a student to remind the class of the meaning of *transitive* and *intransitive*. Elicit examples of both types of verb.

2 Allow time for the students to read the instruction and study the example.

3 Students then complete the task in pairs. Go round and monitor.

4 Check answers.

Answers:

2 [T] I bought myself a new notebook.
3 [T] John sent me an email.
4 [I] What time does the train leave?
5 [I] The birds are singing beautifully.
6 [I] Rania swims fast.

3 Underline the direct object and circle the indirect objects

1 Ask the students to read the sentences. Explain that all the verbs are transitive and have direct objects. Some also have indirect objects.

2 Students complete the task in pairs.

3 Check the answers as a whole class.

Answers:

2 The doctor examined the patient carefully.
3 The ancient Egyptians invented the sail.
4 I offered a drink to the guest.

4 Make sentences that emphasise a point

1 Allow time for the students to read the instructions and study the example.

2 Students then rearrange the words to make sentences.

3 Check answers.

Answers:

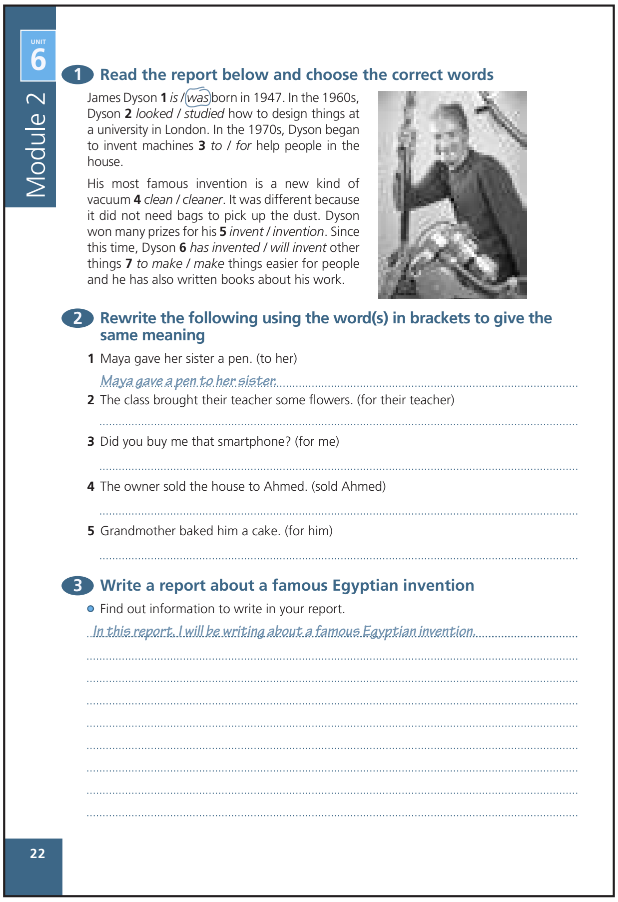
2 You must remember that the work will be fun.
3 Don't forget that you should correct any mistakes.
4 You must remember to eat vegetables every day.

Dictionary skills

1 Ask the students to read the explanation and examples in the Dictionary skills section and to discuss the difference between the two types of verb.

2 Ask the students to list ten verbs from this unit and then to look them up in a dictionary to check whether they are transitive, intransitive or both.

WB Page 22



Module 2

UNIT 6

1 Read the report below and choose the correct words

James Dyson **1** *is* / *was* born in 1947. In the 1960s, Dyson **2** *looked* / *studied* how to design things at a university in London. In the 1970s, Dyson began to invent machines **3** *to* / *for* help people in the house.

His most famous invention is a new kind of vacuum **4** *clean* / *cleaner*. It was different because it did not need bags to pick up the dust. Dyson won many prizes for his **5** *invent* / *invention*. Since this time, Dyson **6** *has invented* / *will invent* other things **7** *to make* / *make* things easier for people and he has also written books about his work.

2 Rewrite the following using the word(s) in brackets to give the same meaning

1 Maya gave her sister a pen. (to her)

Maya gave a pen to her sister.

2 The class brought their teacher some flowers. (for their teacher)

3 Did you buy me that smartphone? (for me)

4 The owner sold the house to Ahmed. (sold Ahmed)

5 Grandmother baked him a cake. (for him)

3 Write a report about a famous Egyptian invention

- Find out information to write in your report.

In this report, I will be writing about a famous Egyptian invention.

22

1 Read the report below and choose the correct words

1 Tell the students to read the whole text quickly, without worrying about the correct answers.

2 They then work in pairs to choose the correct words. Go round and monitor.

3 Finally, invite different students to read out each completed sentence.

Answers:

2 studied	3 to	4 cleaner
5 invention	6 has invented	7 to make

2 Rewrite the following using the word(s) in brackets to give the same meaning

1 Allow time for the students to read the instructions and study the example.

2 Students then rewrite the sentences keeping the meaning the same.

3 Check answers.

Answers:

2 The class brought some flowers for their teacher.
3 Did you buy that smartphone for me?
4 The owner sold Ahmed the house.
5 Grandmother baked a cake for him.

3 Write a report about a famous Egyptian invention

1 Ask the students to tell you about inventions that they know are Egyptian. Remind them that they have learnt about several of these in this unit.

2 Tell them that they are going to write a report about a famous Egyptian invention. They can use an invention that they have learnt about in this unit, or they can do research on another Egyptian invention. Students may choose to work in pairs or individually.

3 Students write their reports. They should start their answer in the Workbook and continue in their notebooks if they need more space. Go round and monitor.

4 Students read each other's work to check for accuracy.

5 Invite different students to read out their work to the class.

Answers:

Students' own answers

Assessment

Speaking task

Outcome: to emphasise a point

Use SB p30, Functions box

1. Ask the students to reread the Functions box.
2. While they are reading, write the following topics on the board: *how to learn vocabulary; how to get fit; how to eat healthily*
3. Students choose one of the topics and prepare some advice to give to their partners.
4. In pairs, students take it in turns to give their advice. Assess on their use of the expressions in the Functions box.

Reading task

Outcome: to read a magazine article about robots

Use SB p28, exercise 3 text

1. On the board, write these sentences:
1 Robots can control volcanoes. 2 Lawn mowers cut grass. 3 An engineer has designed a robot that writes and posts letters. 4 Most robots are toys.
2. Ask the students to read the text again and write down *True* or *False* for each sentence.
3. Check answers as a class.

Writing task

Outcome: to practise using transitive and intransitive verbs

Use SB p31, text

1. Ask the students to make a list of the verbs used in this text and to decide whether they are transitive or intransitive in each case. They should write *T* (transitive) or *I* (intransitive) next to each one. Point out that some verbs can be transitive or intransitive in different contexts.
2. Check the answers in class.

Listening task

Outcome: to understand a science teacher talking about a competition

Use the recording for SB p30, exercises 2 and 3

1. On the board, write the following gapped extract from the end of the recording (or photocopy it):
It might be easier to think of a problem that ________ first. It's ________ to remember to work on something that you are really interested in. And don't ________ a prize! The winners will visit the ________, where they will present their design to people who work there.
2. Ask the students to complete the missing information as you play the recording. Check answers as a class.

REVIEW B
SB pages 33-34
WB pages 23-26

LESSON 1 SB page 33

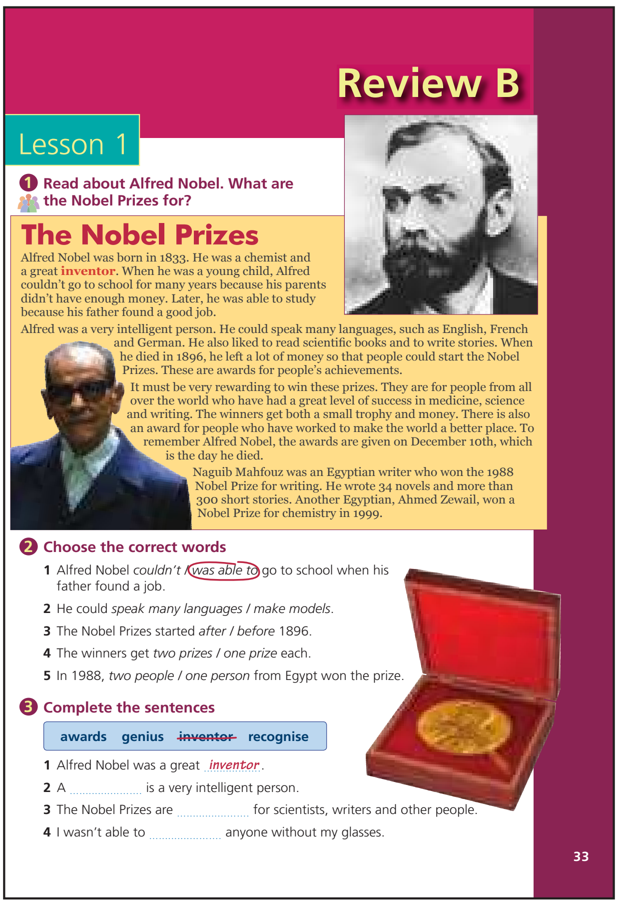
Outcomes

- To review and practise the vocabulary and structures of Units 4–6

Before using the book:

- Ask the students what the themes of Module 2 were *(Science and technology, Achievements* and *Inventors)*. Ask what they enjoyed learning about most and why.
- Elicit the grammar points they have practised *(might/must/can't be; could/couldn't/was/were (not) able to*; transitive and intransitive verbs) and any of the rules that they remember.

SB Page 33



Review B

Lesson 1

1 Read about Alfred Nobel. What are the Nobel Prizes for?

The Nobel Prizes

Alfred Nobel was born in 1833. He was a chemist and a great **inventor**. When he was a young child, Alfred couldn't go to school for many years because his parents didn't have enough money. Later, he was able to study because his father found a good job.

Alfred was a very intelligent person. He could speak many languages, such as English, French and German. He also liked to read scientific books and to write stories. When he died in 1896, he left a lot of money so that people could start the Nobel Prizes. These are awards for people's achievements.

It must be very rewarding to win these prizes. They are for people from all over the world who have had a great level of success in medicine, science and writing. The winners get both a small trophy and money. There is also an award for people who have worked to make the world a better place. To remember Alfred Nobel, the awards are given on December 10th, which is the day he died.

Naguib Mahfouz was an Egyptian writer who won the 1988 Nobel Prize for writing. He wrote 34 novels and more than 300 short stories. Another Egyptian, Ahmed Zewail, won a Nobel Prize for chemistry in 1999.

2 Choose the correct words

1 Alfred Nobel *couldn't* / *was able to* go to school when his father found a job.
2 He could *speak many languages* / *make models*.
3 The Nobel Prizes started *after* / *before* 1896.
4 The winners get *two prizes* / *one prize* each.
5 In 1988, *two people* / *one person* from Egypt won the prize.

3 Complete the sentences

awards genius ~~inventor~~ recognise

1 Alfred Nobel was a great *inventor*.
2 A .... is a very intelligent person.
3 The Nobel Prizes are .... for scientists, writers and other people.
4 I wasn't able to .... anyone without my glasses.

33

1 Read about Alfred Nobel. What are the Nobel Prizes for?

1 Tell the students that in Review B they are going to review and consolidate what they have learned in Module 2.

2 Ask the students to look at the title of the text. Ask if they have heard of the Nobel Prizes, and if so elicit what they know.

3 Read out the question and then tell them to scan the text to find the answers.

4 Check the answers as a whole class.

Answers:

medicine, science, writing, and people who have worked to make the world a better place

2 Choose the correct words

1 Tell the students to read the text again and then work in pairs to complete the exercise.

2 Check answers by inviting different students to read out the completed sentences.

Answers:

2 speak many languages	3 after
4 one prize	5 one person

3 Complete the sentences

1 Read out the first sentence, completed as the example.

2 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.

Answers:

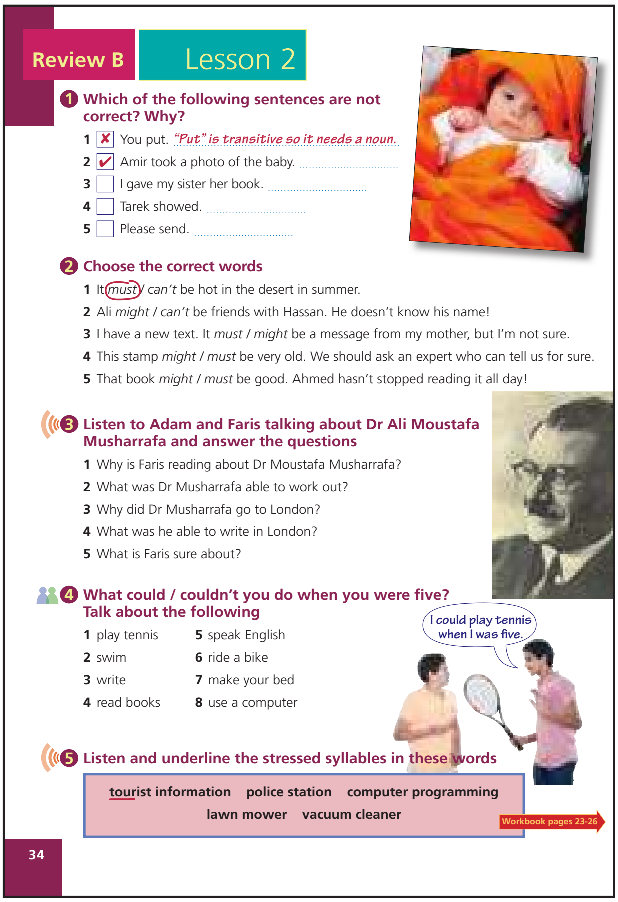
2 genius 3 awards 4 recognise

LESSON 2 SB page 34

Outcomes

- To review and practise the vocabulary and structures of Units 4–6
- To listen to, identify and practise stressed syllables in compound nouns

SB Page 34



Review B Lesson 2

1 Which of the following sentences are not correct? Why?

1 ✗ You put. *"Put" is transitive so it needs a noun.*
2 ✔ Amir took a photo of the baby.
3 ☐ I gave my sister her book.
4 ☐ Tarek showed.
5 ☐ Please send.

2 Choose the correct words

1 It *must* / *can't* be hot in the desert in summer.
2 Ali *might* / *can't* be friends with Hassan. He doesn't know his name!
3 I have a new text. It *must* / *might* be a message from my mother, but I'm not sure.
4 This stamp *might* / *must* be very old. We should ask an expert who can tell us for sure.
5 That book *might* / *must* be good. Ahmed hasn't stopped reading it all day!

3 Listen to Adam and Faris talking about Dr Ali Moustafa Musharrafa and answer the questions

1 Why is Faris reading about Dr Moustafa Musharrafa?
2 What was Dr Musharrafa able to work out?
3 Why did Dr Musharrafa go to London?
4 What was he able to write in London?
5 What is Faris sure about?

4 What could / couldn't you do when you were five? Talk about the following

1 play tennis
2 swim
3 write
4 read books
5 speak English
6 ride a bike
7 make your bed
8 use a computer

5 Listen and underline the stressed syllables in these words

tourist information police station computer programming lawn mower vacuum cleaner

Workbook pages 23-26

34

1 Which of the following sentences are not correct? Why?

1 Ask the students to give examples of sentences containing transitive verbs, and write them on the board. Elicit why they are transitive (they need an object after them). Then ask for some sentences containing intransitive verbs and write them on the board, too.

2 Students study the two examples. Check they understand the task.

3 Go round and monitor while they complete the task.

4 Check answers with the whole class. You could ask the class to put each verb into a new sentence.

Answers:

3 ✔
4 ✗ 'showed' is transitive so it needs a noun.
5 ✗ 'send' is transitive so it needs a noun.

2 Choose the correct words

1 Read out the first sentence, completed as the example.

2 The students complete the exercise in pairs.

3 Invite different students to read out the completed sentences.

Answers:

2 can't 3 might 4 might 5 must

3 Listen to Adam and Faris talking about Dr Ali Moustafa Musharrafa and answer the questions

1 Ask the students what they know about Dr Mostafa Mosharafa. Tell the students that they are going to hear a conversation about him.

2 Ask them to read the questions before you play the recording.

3 Play the recording while the students make notes to answer the questions. Ask them to compare their answers with a partner before playing the recording again.

4 Check the answers as a whole class.

Tapescript

Adam: *Hi, Faris. What are you doing?*

Faris: *I'm reading about Dr Mostafa Musharafa. There might be a question about him in my maths lesson next week.*

Adam: *What does it say?*

Faris: *Dr Mostafa Musharafa was able to work out some really difficult problems in maths and science. Furthermore, there is a laboratory that has his name at Cairo University. He worked at the university for many years.*

Adam: *Yes, I've heard about him. He did very well at school.*

Faris: *Did he?*

Adam: *Yes. At that time, he was the youngest person to pass exams at his school. He was only sixteen.*

Faris: *That's interesting. It says here that he went to university in England. He became the first Egyptian to become a Doctor of Science. When he was in London, he was also able to write articles for important science magazines.*

Adam:	*What did he do after that?*
Faris:	*He became a professor of mathematics at Cairo University.*
Adam:	*That's a great achievement! Do you think that he was a genius?*
Faris:	*I don't know, but I am sure he was very intelligent.*

Answers:

1 There might be a question about him in Faris's maths lesson next week.
2 He was able to work out some really difficult problems in maths and science.
3 He went to university in London.
4 He was able to articles for important science magazines.
5 Dr Mostafa Musharafa was very intelligent.

4 What could / couldn't you do when you were five? Talk about the following

1 Read out the question and ask the students to look at the speech bubble.

2 Students work in pairs to complete the task. Monitor and help where necessary.

3 Invite different pairs of students to act out their conversations for the class.

Answers:

Students' own answers

5 Listen and underline the stressed syllables in these words

1 Ask the students to read the words aloud and think about where the stress goes. Read the example to help.

2 Students work in pairs to complete the task. Monitor and help where necessary.

3 Invite different students to read the words aloud, emphasising the correct syllable. Ask the rest of the class to check that the emphasis is correct.

Answers:

tourist information
computer programming
vacuum cleaner
police station
lawn mower

Tapescript

Narrator: *tourist information*
police station
computer programming
lawn mower
vacuum

Practice Test 2a

Module 2

A Language Functions

1 Finish the following dialogue:

Adam and Faris are talking about Dr Ali Moustafa Musharrafa.

Adam: Hi, Faris. What are you doing?
Faris: I'm reading about Dr Ali Moustafa Musharrafa.
Adam: **1** What does it say..........?
Faris: Dr Musharrafa was able to work out some really difficult problems in maths and science.
Adam: **2** That's interesting.......... What else does the article say?
Faris: It says here that he was the first Egyptian to become a doctor of science.
Adam: That's a great achievement! **3** ....?
Faris: I'm not sure but he was definitely really smart.
Adam: **4** I don't know, but I am sure he was very intelligent.
Faris: I agree. We should do our best to be like him.

2 Write what you would say in each of the following situations:

1 Your mother asks you how you did on your English exam. Express certainty.
I'm sure I passed..........

2 Your friend asks you if you met the writer who visited your school last week. This was not possible because you were ill. I couldn't meet him because I was ill...

3 You are in a busy street with your younger brother. You advise him not to walk too close to the road. You must remember not to walk too close to the road.....

B Reading Comprehension

3 Read the following, then answer the questions:

There have been hotels for hundreds of years, but they might be different in the future. Usually there are friendly people who write your name and address, carry your bags to your room and give you breakfast in the morning. In Japan, there is a hotel where there are no people working at all: all the work there is done by robots.

When you first arrive at the hotel to *check in*, a robot tells you what to do: you should enter information about yourself on a computer. The robot is able to communicate in lots of different languages. You don't need a key for your room because a computer in the door will recognise you. There is even a robot in each room who is able to turn lights on and off and answer simple questions!

1 Why are there no people working in this hotel?
There is a hotel where all the work is done by robots..........

2 Why don't you need a key to your room in this hotel? ....
A computer in the door will recognise you..........

3 What problems do you think you might have in a hotel like this?
If there is a problem with electricity or if a robot breaks, then things will stop working in the hotel.

4 *Check in* means ....
(**a**) report that you have arrived   **b** sleep
c wake up   **d** park your car

5 The underlined word there refers to ....
(**a**) the hotel   **b** Japan   **c** the robot   **d** the future

Module 2

C The Reader

4 a. Match column A with column B:

A	B
1 John Manly	a saved Squire Gordon from the broken bridge.
2 Black Beauty	b hit the horses hard.
3 Ginger	c began to respect Squire Gordon.
4 Merrylegs	d was Squire Gordon's helper.
	e wanted to teach the boys a lesson about horses.

(Answer lines drawn: 1 – d, 2 – a, 3 – c, 4 – e)

b. Answer the following questions:

1 What made Black Beauty's journey with Squire Gordon and John difficult?
The weather was very rainy and windy. The fields were flooded.
2 What happened at the bridge? *They realised that the bridge was broken and they could not cross it.*
3 Who started the fire at the stables? *the young rider who smoked a cigarette*
4 Why do you think that John was able to take the horses from the burning stables?
John was very calm so the horses stopped feeling anxious.
5 Why do you think that moving horses when there is a fire is very hard?
Suggested: Horses are frightened by fire and do not want to move.

D Usage and Writing

5 Choose the correct answer from a, b, c or d:

1 I gave .... the message.
(a) my sister b for my sister c to my sister d hers
2 There is a lot of traffic today. We .... be late.
a must b should (c) might d won't
3 The maths homework was very difficult. Were you .... do it?
a could (b) able to c able d can
4 It is .... to take your passport when you go to another country.
a easy (b) essential c enjoyable d enormous
5 Ola is always .... She will do very well in her exams.
a noisy b lazy (c) hardworking d exhausted
6 There are eight .... that go around the sun.
a plants b sails (c) planets d stars

6 Rewrite the following sentences using the word(s) in brackets to give the same meaning:

1 I couldn't find the pen that you lost. (able) *I wasn't able to find the pen that you lost.*
2 Perhaps I'll wear a jacket today, I'm not sure. (might) *I might wear a jacket today. I'm not sure.*
3 Adel might visit us tomorrow. (I'm not sure) *I'm not sure if Adel will visit us tomorrow.*

7 Write a paragraph of seven (7) sentences about one of the following:

- a form of technology that is most useful to you
- someone you know who is a genius

Students' own answers

Practice Test 2b

Module 2

A Language Functions

1 Finish the following dialogue:

Salem and Omar are talking outside a classroom in their school.

Salem: Who is our science teacher talking to in the classroom?
Omar: She is talking to the scientist who is giving us a talk next week.
Salem: Oh, yes, I forgot.
Omar: **1** You mustn't forget to go to the talk. It's essential.
Salem: Yes, you're right, it is very important. **2** What is it going to be about.....?
Omar: **3** I'm not sure................................. I think he's going to talk about useful robots.
Salem: That's a very interesting topic. **4**..?
Omar: Maybe he'll bring a robot with him!

2 Write what you would say in each of the following situations:

1 A friend says that Athens is bigger than London. You don't think this is correct.
I'm not sure that's right.

2 Your friend thinks he saw a cat in the hotel. You are certain that cats aren't allowed in the hotel.
It can't be a cat. I'm sure cats aren't allowed in the hotel.

3 A friend asks you for the best way to revise before the test.
You must remember not to wait until the day before the test.

B Reading Comprehension

3 Read the following, then answer the questions:

Many famous people were amazing when they were children. Mozart was able to play music when he was three and could write music when he was five. Judit Polgar is a great chess player. She was able to win chess games against some adults when she was twelve years old and she won chess competitions when she was fifteen.
Karl Benz went to university to study to be an engineer when he was fifteen and he later invented the car. And the great scientist Marie Curie taught herself to read Russian and French when she was four. She could also help her older brothers and sisters with their maths homework! However, some people who do amazing things when they are children become *ordinary* adults: not all of them are able to become famous.

1 Why did Karl Benz go to university? He wanted to be an engineer.
2 Who taught Marie Curie to read Russian and French? Nobody
3 Why do you think that many amazing children are not able to become famous when they grow up?
Perhaps many amazing children do not have other useful skills when they are adults.
4 The word *ordinary* means ....
a not helpful **b** amazing **c** special **d** not special (circled)
5 The underlined word they refers to ....
a Mozart and Polgar (circled) **b** some adults **c** scientists **d** Benz and Curie

C The Reader

4 a. Match column A with column B:

A	B
1 Squire Gordon's friend	**a** didn't listen to Black Beauty when he called out.
2 The rider in the stable	**b** walked out of the stable when Black Beauty called her.
3 Ginger	**c** smoked a cigarette and caused a fire.
4 Mrs Gordon	**d** was amazed because John saved the horses.
	e went with Squire Gordon to visit some friends.

b. Answer the following questions:

1 Why didn't Black Beauty return Squire Gordon and John home the way they came?
Because a tree fell in front of them on the road and later a bridge was broken.

2 Why didn't John drive Black Beauty over the bridge? *Because Black Beauty felt that something was wrong and then a man told them that the bridge was broken.*

3 "And thank you, Black Beauty. You saved us." Who said this? What does it show about the kind of man he is? *Squire Gordon says this. It shows that he is a kind man who understands his horses.*

4 Why do you think that the horses wanted to stay in the stables although there was a fire? *They felt safe in the stables and did not understand what was happening.*

5 What happened when John came to take the horses from the stables?
The horses became calm because John was calm. He could take them out of the stables.

D Usage and Writing

5 Choose the correct answer from a, b, c or d:

1 .... you speak English when you were six?
a Were **b** Do **c** Able **d** Could

2 Eman sent .... an email.
a for me **b** me **c** mine **d** to me

3 Wear a coat. It .... rain today.
a might **b** must **c** can't **c** mustn't

4 Use the .... cleaner to clean the kitchen floor.
a lawn **b** mower **c** vacuum **d** oar

5 I'd like to .... you to my house this Saturday.
a invent **b** interview **c** interrupt **d** invite

6 That man has a very loud .... I can hear him from across the road!
a voice **b** face **c** graph **d** ability

6 Rewrite the following sentences using the word(s) in brackets to give the same meaning:

1 I know that it is my pen. It is the only one that is red. (must)
That must be my pen because it's the only one that is red.

2 Mona wasn't able to finish the project yesterday. (could) ....
Mona couldn't finish the project yesterday.

3 Hassan is interested in reading. He also writes short stories. (in addition)
Hassan is interested in reading. In addition, he writes short stories.

7 Write an email of seven (7) sentences about one of following:

- an email to your teacher explaining why you would like to go to a STEM school
- an email to your friend who is entering a writing competition

Students' own answers

UNIT **7**

All about sports

SB pages 35–39 WB pages 27–29

Objectives

Grammar

Necessity and obligation: *have to*/*had to* and *must*/*mustn't*

Reading

Reading about the history of sports

Listening

Listening to a radio programme about the Olympic Games

Speaking

Contrasting information

Writing

Writing rules for a sport

LESSON 1 SB page 35

Outcomes

- To introduce the unit to the students
- To talk about basketball and tennis
- To read a magazine article about the history of basketball and tennis

Before using the book:

- Write the title of the unit, *All about sports*, on the board. Ask the students to brainstorm the names of sports. Write them on the board.
- Ask which sports the students play and which ones they like to watch.

SB Page 35


All about sports

UNIT 7

Lesson 1

OBJECTIVES

- **Grammar** Necessity and obligation: *have to / had to* and *must / mustn't*
- **Reading** Reading about the history of sports
- **Listening** Listening to a radio programme about the Olympic Games
- **Speaking** Contrasting information
- **Writing** Writing rules for a sport

1 Ask and answer

1 Do you often watch or play basketball or tennis?

2 When and where do you think these sports were first played?

2 Read the magazine article and check your answers to exercise 1

Sports history

Some experts believe that tennis was first an Egyptian sport, because the word *racket* is very similar to the Arabic word *rahat* (hands). Other people believe that it was invented by the French in the eleventh or twelfth century.

By the thirteenth century, there were as many as 1,800 **indoor courts**, so people didn't have to wait for good weather in order to play. In those days, players had to hit the ball with their hands. By 1500, the game was played with a wooden racket.

The very first tennis balls were made from leather filled with horse hair or wool. Today, tennis balls are rubber and have to measure 6.54–7.3 centimetres across the middle and weigh 56–59.49 grams.

Basketball was invented in 1891 by a Canadian P.E. teacher, James Naismith. In that year, he thought: "I must find a new sport for my students to play in winter, because it's too cold to play outside." The new game could be played inside in any weather.

James Naismith tied two baskets to **poles** at each end of the court. A player had to throw the ball into the basket in order to **score**. At first, before the bottoms of the baskets were cut off, a player had to take the ball out of the basket after he or she scored. The game is now very popular, although you must practise every day to be good at it.

3 Which of the words in red in the text mean the following?

1 long bits of metal or wood *poles*

2 places where a tennis or basketball match is played ....

3 what you need to do to win in some sports games ....

4 inside a building ....

4 Answer the questions

1 How did tennis players first hit the ball to each other?

2 How have tennis balls changed over the years?

3 Why did James Naismith need to invent a new sport for his students?

4 Where did he put the baskets?

5 Why did players take the ball out of the basket in the first basketball games?

35

1 Ask and answer

1 Draw attention to the Objectives box on page 35, which refers to the objectives of the unit, and explain in Arabic if necessary.

2 Read out each question and encourage a short class discussion after each one.

3 Tell the students they will find out the answer to question 2 when they have read the text.

2 Read the magazine article and check your answers to exercise 1

1 Allow time for the students to read the text quickly – tell them not to worry about understanding every word.

2 In pairs, students find the answers to exercise 1, question 2.

3 Check with the whole class, asking different students to tell the class where they found the answers.

Answers:

2 tennis: possibly started in Egypt, or in 11th/12th-century France
basketball: 1891, Canada

3 Which of the words in red in the text mean the following?

1 Students read the text again, taking note of the words in red.

2 Read out the first definition and check that students agree that the matching word is *poles*.

3 Ask the students to complete the task in pairs. Go round and offer help where necessary.

4 Check answers, referring the students back to the text if necessary.

Answers:

2 courts	3 score	4 indoor

4 Answer the questions

1 Ask the students to read the questions and try to answer them in pairs without referring back to the text. Invite them to share their ideas.

2 Ask the class to read the text again more carefully and to find the answers to the questions. Remind them not to worry about any unfamiliar words at this point.

3 Invite different students to give their answers, and to point to the part of the text where they found the information.

4 Ask the students to read the text again and identify any words they don't know. Tell them to try to guess their meaning, using the context to help them. Then check the meanings of the words as a whole class.

Answers:

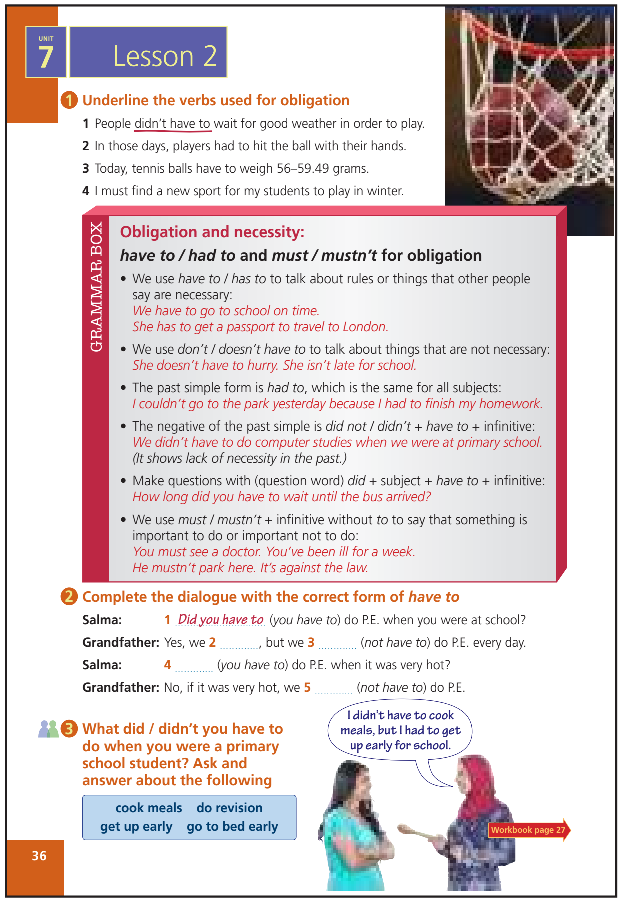
1 They hit the ball with their hands.
2 They used to be made of leather filled with horse hair or wool. Now they are rubber.
3 He needed an indoor sport for winter because it was too cold outside.
4 They were tied to poles.
5 They had to because the bottom of the basket was not cut off.

LESSON 2 SB page 36 WB page 27

Outcome

• To use *have to/had to* and *must/mustn't* correctly

SB Page 36



UNIT 7 Lesson 2

1 Underline the verbs used for obligation

1 People didn't have to wait for good weather in order to play.
2 In those days, players had to hit the ball with their hands.
3 Today, tennis balls have to weigh 56–59.49 grams.
4 I must find a new sport for my students to play in winter.

GRAMMAR BOX

Obligation and necessity:
***have to / had to* and *must / mustn't* for obligation**

- We use *have to / has to* to talk about rules or things that other people say are necessary:
  We have to go to school on time.
  She has to get a passport to travel to London.
- We use *don't / doesn't have to* to talk about things that are not necessary:
  She doesn't have to hurry. She isn't late for school.
- The past simple form is *had to*, which is the same for all subjects:
  I couldn't go to the park yesterday because I had to finish my homework.
- The negative of the past simple is *did not / didn't* + *have to* + infinitive:
  We didn't have to do computer studies when we were at primary school.
  (It shows lack of necessity in the past.)
- Make questions with (question word) *did* + subject + *have to* + infinitive:
  How long did you have to wait until the bus arrived?
- We use *must / mustn't* + infinitive without *to* to say that something is important to do or important not to do:
  You must see a doctor. You've been ill for a week.
  He mustn't park here. It's against the law.

2 Complete the dialogue with the correct form of *have to*

Salma: 1 *Did you have to* (*you have to*) do P.E. when you were at school?
Grandfather: Yes, we 2 ...., but we 3 .... (*not have to*) do P.E. every day.
Salma: 4 .... (*you have to*) do P.E. when it was very hot?
Grandfather: No, if it was very hot, we 5 .... (*not have to*) do P.E.

3 What did / didn't you have to do when you were a primary school student? Ask and answer about the following

cook meals do revision
get up early go to bed early

Workbook page 27

36

1 Underline the verbs used for obligation

1 Tell the students to read the Grammar box carefully.

2 Students read the sentences in exercise 1 and underline the examples of *have to* and *must*. Check answers.

Answers:

2 In those days, players had to hit the ball with their hands.
3 Today, tennis balls have to weigh 56–59.49 grams.
4 I must find a new sport for my students to play in winter.

2 Complete the dialogue with the correct form of *have to*

1 Read out the first sentence, completed as the example. Elicit the form of *have to* in this sentence (past simple question).

2 Put the students in pairs to complete the task. Go round and monitor.

3 Check answers by asking different students to read out each line of the completed dialogue.

Answers:

2 did	3 didn't have to
4 Did you have to	5 didn't have to

3 What did / didn't you have to do when you were a primary school student? Ask and answer about the following

1 Read out the question and then ask a student to read out the speech bubble.

2 Allow time for the students to read the prompts in the box. Then ask different students *What did you have to do when you were a primary school student? Did you have to cook meals?* and so on.

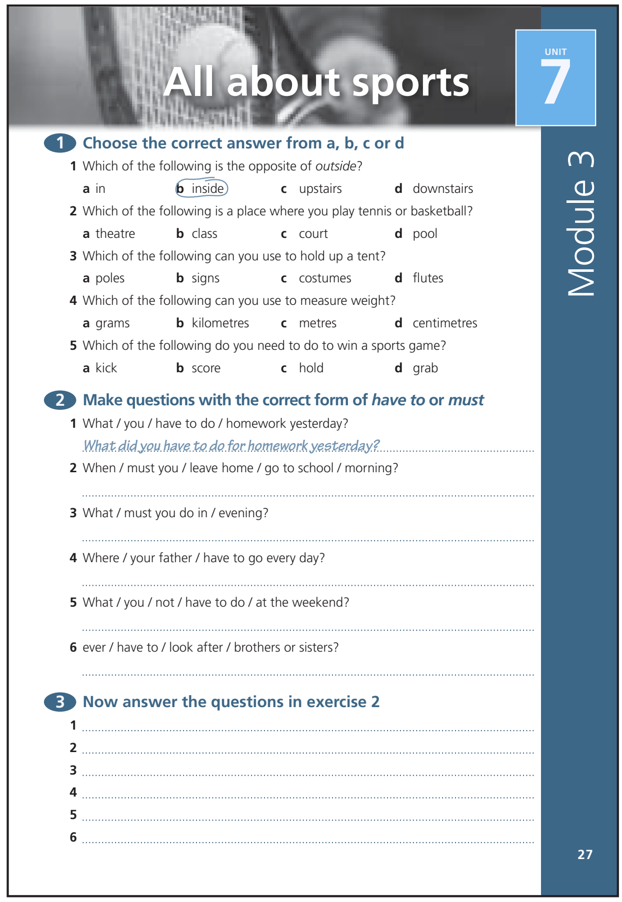
3 Students complete the task in pairs, taking turns to ask and answer questions using the prompts in the box. Go round and monitor while they are working, helping where necessary.

4 Invite different pairs to ask and answer while the rest of the class listen.

Answers:

Students' own answers

WB Page 27


UNIT 7

All about sports

Module 3

1 Choose the correct answer from a, b, c or d

1 Which of the following is the opposite of *outside*?
a in b inside c upstairs d downstairs

2 Which of the following is a place where you play tennis or basketball?
a theatre b class c court d pool

3 Which of the following can you use to hold up a tent?
a poles b signs c costumes d flutes

4 Which of the following can you use to measure weight?
a grams b kilometres c metres d centimetres

5 Which of the following do you need to do to win a sports game?
a kick b score c hold d grab

2 Make questions with the correct form of *have to* or *must*

1 What / you / have to do / homework yesterday?
What did you have to do for homework yesterday?

2 When / must you / leave home / go to school / morning?

3 What / must you do in / evening?

4 Where / your father / have to go every day?

5 What / you / not / have to do / at the weekend?

6 ever / have to / look after / brothers or sisters?

3 Now answer the questions in exercise 2

1 ....
2 ....
3 ....
4 ....
5 ....
6 ....

27

1 Choose the correct answer from a, b, c or d

1 Ask the students to read the first sentence and all four options. Check that students agree that *inside* is the correct answer.

2 Tell them to read each sentence and all the options carefully, and then allow time for them to complete the task.

3 Students compare answers in pairs.

4 Check answers with the whole class.

Answers:

2 c   3 a   4 a   5 b

2 Make questions with the correct form of *have to* or *must*

1 Ask a student to read out the example question. Then allow time for the students to complete the task.

2 Tell them to compare answers in pairs, and then ask different students to read out the completed questions.

Answers:

2 When must you leave home to go to school in the morning?
3 What must you do in the evening?
4 Where does your father have to go every day?
5 What don't you have to do at the weekend? / What do you not have to do at the weekend?
6 Do you ever have to look after your brothers or sisters?

3 Now answer the questions in exercise 2

1 Read out the first question in exercise 2, and invite a student to reply. Encourage him/her to answer in a full sentence (*I had to …*).

2 Tell the students to write their own answers to all six questions. The answer to question 6 should be a short answer (*Yes, I do*/*No, I don't*).

3 Ask different students to read out each question and invite a friend to read out his/her answer.

Answers:

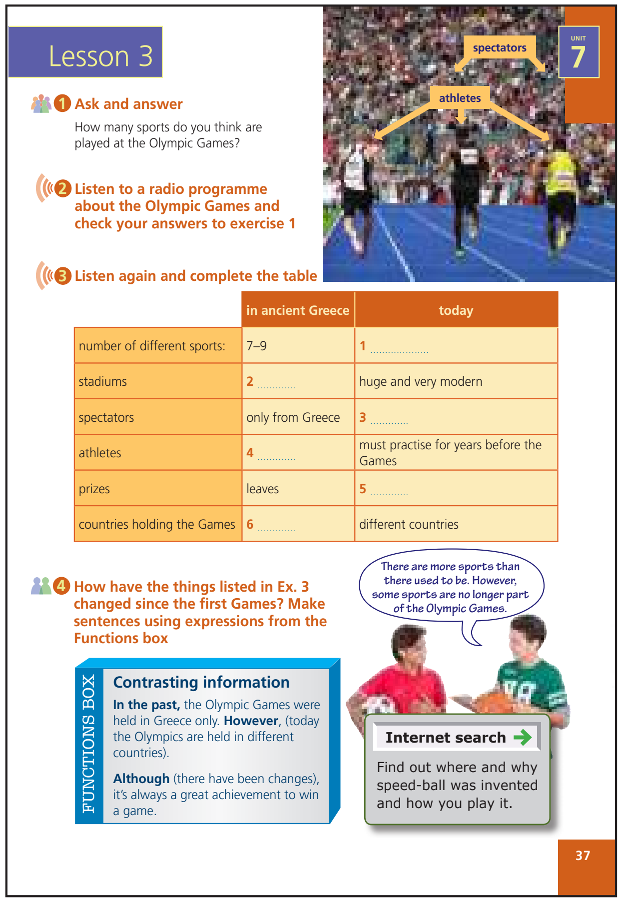
Students' own answers

LESSON 3 SB page 37

Outcomes

- To listen to a radio programme about the Olympic Games
- To talk about how things have changed
- To give contrasting information and to add information
- To carry out an internet search about speed-ball

SB Page 37



Lesson 3

UNIT 7

1 Ask and answer

How many sports do you think are played at the Olympic Games?

2 Listen to a radio programme about the Olympic Games and check your answers to exercise 1

3 Listen again and complete the table

	in ancient Greece	today
number of different sports:	7–9	1 …………
stadiums	2 …………	huge and very modern
spectators	only from Greece	3 …………
athletes	4 …………	must practise for years before the Games
prizes	leaves	5 …………
countries holding the Games	6 …………	different countries

4 How have the things listed in Ex. 3 changed since the first Games? Make sentences using expressions from the Functions box

FUNCTIONS BOX

Contrasting information

In the past, the Olympic Games were held in Greece only. **However,** (today the Olympics are held in different countries).

Although (there have been changes), it's always a great achievement to win a game.

Internet search

Find out where and why speed-ball was invented and how you play it.

37

1 Ask and answer

1 Read out the question and encourage a short class discussion. Tell the students they will find out the true answer when they listen to the recording.

2 Listen to a radio programme about the Olympic Games and check your answers to exercise 1

1 Tell the students just to listen to the general meaning in order to find the answer to the question in exercise 1, and not to worry about details because they will hear the recording again.

2 Play the recording, and then ask the students to answer the question. Play it again if necessary.

Tapescript

Presenter: *Professor Younis is an expert on the history of the Olympic Games. Professor, when were the first Olympic Games held?*

Professor: *The first Olympic Games were held in Greece in 776 BCE. So it's a very old competition.*

Presenter:	*Have the Games changed a lot since then?*
Professor:	*Oh, yes. There have been many changes. In the ancient Greek Olympics there were between seven and nine sports. Things are completely different now. Some sports are no longer part of the modern Games.*
Presenter:	*How many sports are part of the Games now?*
Professor:	*Well, the list keeps changing, but in 2016 there were 41 sports. Another area where there have been big changes is in the stadiums. These have become huge and very modern. Furthermore, stadiums all have the newest technology so that achievements can be measured more accurately.*
Presenter:	*How different were ancient Greek stadiums?*
Professor:	*Ancient Greek stadiums weren't very comfortable, and there wasn't even fresh water for the spectators! These days, spectators from all over the world come and watch events, but in ancient Greece, only Greek spectators could watch the Games.*
Presenter:	*How hard is it for today's athletes?*
Professor:	*They work very hard. In the past, athletes only used to practise hard for about ten months before the Games. These days, they must work hard for years before the Games.*
Presenter:	*What about the prizes athletes win: that hasn't changed, has it?*
Professor:	*Yes, it has. Today, athletes win medals for first, second or third place. This is very different from the past, when winners were given only leaves to wear on their heads.*
Presenter:	*And how often were the Games held in the past?*
Professor:	*During ancient times, they were held every four years in the summer and always in the same place in Greece. However, today the Olympics are held in different countries every time. Although there have been changes, it's always a great achievement for athletes to compete for their country at the Olympics. That hasn't changed at all!*

Answers:

The list keeps changing, but in 2016 there were 41.

3 Listen again and complete the table

1 First, ask the students to look at the table. Stronger students could note down any answers they think they already know.

2 Play the recording again, then allow time for them to complete the table and compare answers with their partners.

3 Check answers with the whole class and if necessary play the recording again.

Answers:

1 about 41
2 weren't very comfortable
3 from all over the world
4 practised for about ten months before the Games
5 medals for first, second and third place
6 always in Greece

4 How have the things listed in exercise 3 changed since the first Games? Make sentences using expressions from the Functions box

1 Students read the Functions box, saying each expression aloud.

2 Ask the students to refer to the table in exercise 3 and invite a student to read out the speech bubble as an example.

3 In pairs, students contrast the Games in ancient Greece and now. Go round and monitor, offering suggestions where necessary. Make sure that they use expressions from the Functions box.

4 Invite different students to talk about one of the topics in the table.

Answers:

Students' own answers

Internet search

1 Read out the instruction and ask the students what they already know about speed-ball.

2 Now tell the students that they are going to do an internet search to find out more. The research can be done in class if there are enough resources, or as homework. Tell the students to type suitable keywords (e.g. *speed-ball*) into a search engine.

3 When they have carried out their research, ask the students to report their findings to the rest of the class.

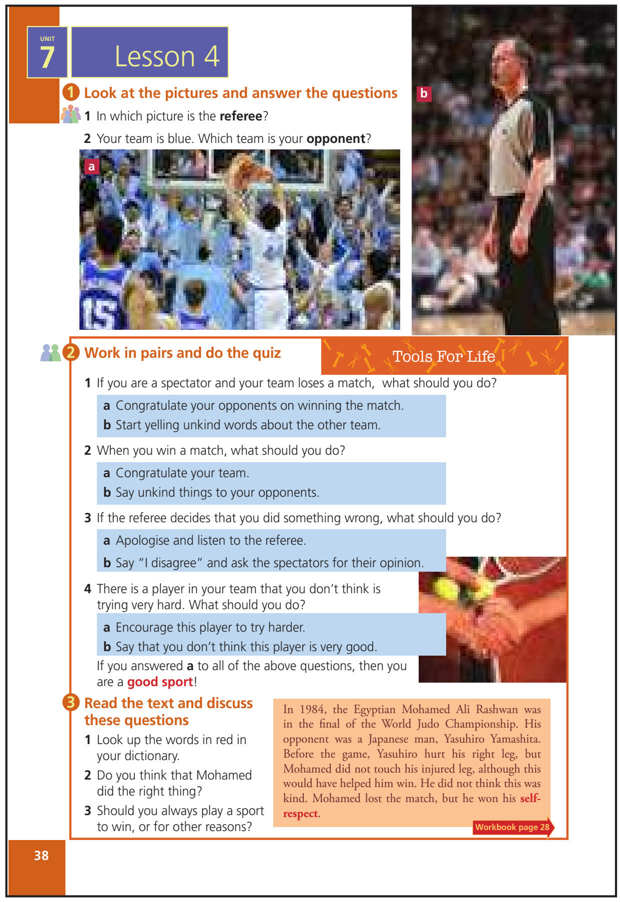
4 As a further activity, the students could write one or two paragraphs contrasting speed-ball with another ball game they know well, using some of the expressions in the Functions box.

LESSON 4 SB page 38 WB page 28

Outcomes

- To talk about team sports
- To ask and answer a quiz about team sports
- To discuss fairness in sport

SB Page 38



UNIT 7 Lesson 4

1 Look at the pictures and answer the questions

1 In which picture is the **referee**?

2 Your team is blue. Which team is your **opponent**?

2 Work in pairs and do the quiz — Tools For Life

1 If you are a spectator and your team loses a match, what should you do?

a Congratulate your opponents on winning the match.

b Start yelling unkind words about the other team.

2 When you win a match, what should you do?

a Congratulate your team.

b Say unkind things to your opponents.

3 If the referee decides that you did something wrong, what should you do?

a Apologise and listen to the referee.

b Say "I disagree" and ask the spectators for their opinion.

4 There is a player in your team that you don't think is trying very hard. What should you do?

a Encourage this player to try harder.

b Say that you don't think this player is very good.

If you answered **a** to all of the above questions, then you are a **good sport**!

3 Read the text and discuss these questions

1 Look up the words in red in your dictionary.

2 Do you think that Mohamed did the right thing?

3 Should you always play a sport to win, or for other reasons?

In 1984, the Egyptian Mohamed Ali Rashwan was in the final of the World Judo Championship. His opponent was a Japanese man, Yasuhiro Yamashita. Before the game, Yasuhiro hurt his right leg, but Mohamed did not touch his injured leg, although this would have helped him win. He did not think this was kind. Mohamed lost the match, but he won his **self-respect**.

Workbook page 28

38

1 Look at the pictures and answer the questions

1 Ask the students to look at the pictures and say what they can see. They then read the questions and complete the exercise in pairs.

2 Check the answers as a whole class.

Answers:

1 picture b   2 the white team

2 Work in pairs and do the quiz

1 Read out the first situation and the two options to the whole class, and elicit initial ideas. Ask students to give reasons for their opinions. Point out, if necessary, that option b is not sportsmanlike, and that it is important to be able to lose well.

2 Then put the students in pairs to consider all the situations. Go round and monitor, encouraging them to give reasons each time.

3 Read out each situation to the whole class. Encourage a discussion and have a show of hands for each option.

Sug stedn swers:

1 a 2 a 3 a 4 a

3 Read the text and discuss these questions

1 Ask the students to read the text and questions.

2 Explain Judo Championship. Encourage them to guess the meaning of *self-respect* from the context. Ask them to look it up in their dictionaries to check.

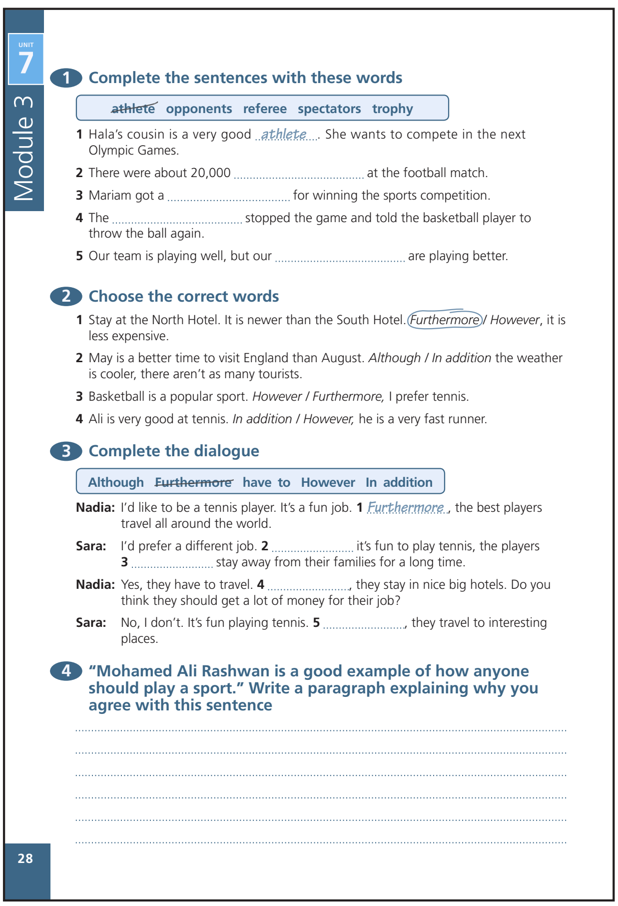
3 Ask them to discuss questions 2 and 3 in pairs, giving reasons for their answers.

4 Ask different students to say what they think. Encourage a short class discussion.

Answers:

Students' own answers

WB Page 28



UNIT 7

Module 3

1 Complete the sentences with these words

~~athlete~~ opponents referee spectators trophy

1 Hala's cousin is a very good ..*athlete*... She wants to compete in the next Olympic Games.
2 There were about 20,000 .... at the football match.
3 Mariam got a .... for winning the sports competition.
4 The .... stopped the game and told the basketball player to throw the ball again.
5 Our team is playing well, but our .... are playing better.

2 Choose the correct words

1 Stay at the North Hotel. It is newer than the South Hotel. *Furthermore* / *However*, it is less expensive.
2 May is a better time to visit England than August. *Although* / *In addition* the weather is cooler, there aren't as many tourists.
3 Basketball is a popular sport. *However* / *Furthermore,* I prefer tennis.
4 Ali is very good at tennis. *In addition* / *However,* he is a very fast runner.

3 Complete the dialogue

Although ~~Furthermore~~ have to However In addition

Nadia: I'd like to be a tennis player. It's a fun job. **1** *Furthermore*, the best players travel all around the world.
Sara: I'd prefer a different job. **2** .... it's fun to play tennis, the players **3** .... stay away from their families for a long time.
Nadia: Yes, they have to travel. **4** ...., they stay in nice big hotels. Do you think they should get a lot of money for their job?
Sara: No, I don't. It's fun playing tennis. **5** ...., they travel to interesting places.

4 "Mohamed Ali Rashwan is a good example of how anyone should play a sport." Write a paragraph explaining why you agree with this sentence

28

1 Complete the sentences with these words

1 Read out the first sentence, completed as the example. Then tell the students to complete the task in pairs. Remind them to read the whole sentence each time before completing it.

2 Check answers by inviting different students to read out the sentences.

Answers:

2 spectators 3 championship
4 referee 5 opponents

2 Choose the correct words

1 Read out number 1, completed as the example.

2 Allow time for the students to complete the task in pairs, and then check answers by asking students to read out the completed sentences.

Answers:

2 Although 3 However 4 In addition

3 Complete the dialogue

1 Ask a student to read out the first line in the dialogue, completed as the example.

2 Allow time for the students to complete the task and then compare answers in pairs.

3 Check the answers by asking two students to read out the completed dialogue.

Answers:

2 Although 3 have to
4 However 5 In addition

4 "Mohamed Ali Rashwan is a good example of how anyone should play a sport." Write a paragraph explaining why you agree with this sentence

1 Read out the instructions, and elicit initial ideas from the class. Make notes on the board.

2 Refer the students to the Functions box on Student's Book page 37. Tell them to use some of these expressions when they present their ideas.

3 Allow time for the students to discuss ideas with a partner and plan what to write. Go round and offer help where needed.

4 Allow time for them to write their paragraphs. They should start their answer in the Workbook and continue in their notebooks if they need more space. Go round and check.

5 Invite different students to read their paragraphs out to the class.

Sug stedn swers:

Mohamed Ali Rashwan was competing against a Japanese man in the final of the World Judo championship. Before the game, his opponent hurt his leg. Mohamed could have won the match easily. However he did not touch the Japanese man's leg because he thought it wasn't fair. Although he lost the match, he should be respected for how he played his sport.

REVIEW **SB page 39 WB page 29**

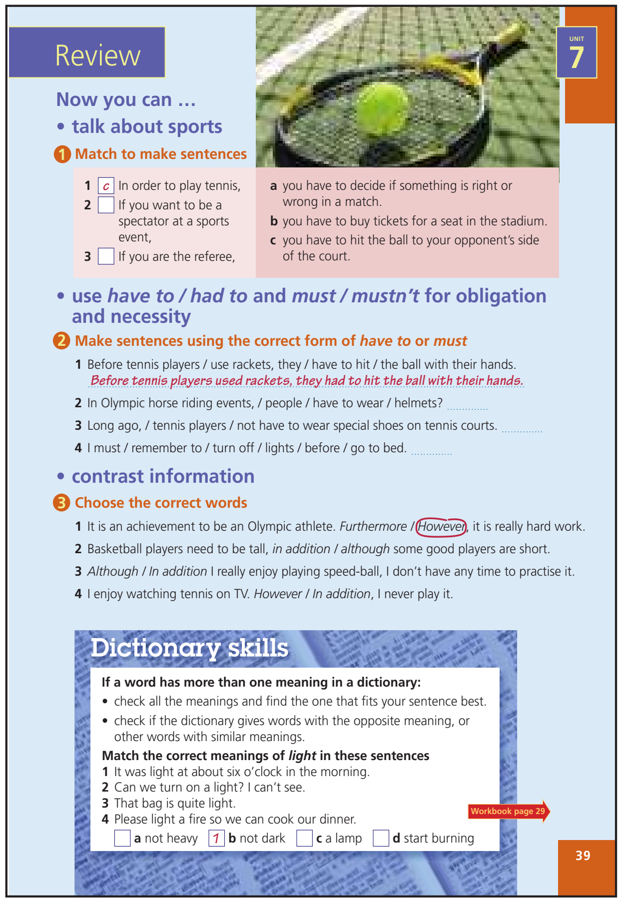
Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise dictionary skills

Before using the book:

- Write *All about sports* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

SB Page 39


Review

UNIT 7

Now you can …

• talk about sports

1 Match to make sentences

1 [c] In order to play tennis,
2 [ ] If you want to be a spectator at a sports event,
3 [ ] If you are the referee,

a you have to decide if something is right or wrong in a match.
b you have to buy tickets for a seat in the stadium.
c you have to hit the ball to your opponent's side of the court.

• use *have to / had to* and *must / mustn't* for obligation and necessity

2 Make sentences using the correct form of *have to* or *must*

1 Before tennis players / use rackets, they / have to hit / the ball with their hands.
Before tennis players used rackets, they had to hit the ball with their hands.
2 In Olympic horse riding events, / people / have to wear / helmets? ……………
3 Long ago, / tennis players / not have to wear special shoes on tennis courts. ……………
4 I must / remember to / turn off / lights / before / go to bed. ……………

• contrast information

3 Choose the correct words

1 It is an achievement to be an Olympic athlete. *Furthermore* / *However*, it is really hard work.
2 Basketball players need to be tall, *in addition* / *although* some good players are short.
3 *Although* / *In addition* I really enjoy playing speed-ball, I don't have any time to practise it.
4 I enjoy watching tennis on TV. *However* / *In addition*, I never play it.

Dictionary skills

If a word has more than one meaning in a dictionary:
- check all the meanings and find the one that fits your sentence best.
- check if the dictionary gives words with the opposite meaning, or other words with similar meanings.

Match the correct meanings of *light* in these sentences
1 It was light at about six o'clock in the morning.
2 Can we turn on a light? I can't see.
3 That bag is quite light.
4 Please light a fire so we can cook our dinner.
[ ] **a** not heavy [1] **b** not dark [ ] **c** a lamp [ ] **d** start burning

Workbook page 29

39

1 Match to make sentences

1 Read out the first phrase and check the students agree that phrase *c* is the correct ending for the sentence.

2 Allow time for the students to complete the task, and then check the answers as a whole class.

Answers:

2 b 3 a

2 Make sentences using the correct form of *have to* or *must*

1 Read out the instruction and the first sentence, completed as the example.

2 Allow time for the students to complete the task in pairs, and go round offering help where needed.

3 Check answers by asking different students to read out the completed sentences to the class.

Answers:

2 In Olympic horse riding events, do people have to wear helmets?

3 Long ago, tennis players did not have to wear special shoes on tennis courts.

4 I must remember to turn off the lights before I go to bed.

3 Choose the correct words

1 Allow time for the students to study the example.

2 Students complete the task in pairs. Go round and monitor.

3 Check the answers.

Answers:

2 although 3 Although 4 However

Dictionary skills

1 Allow time for the students to read the first part of the Dictionary skills box.

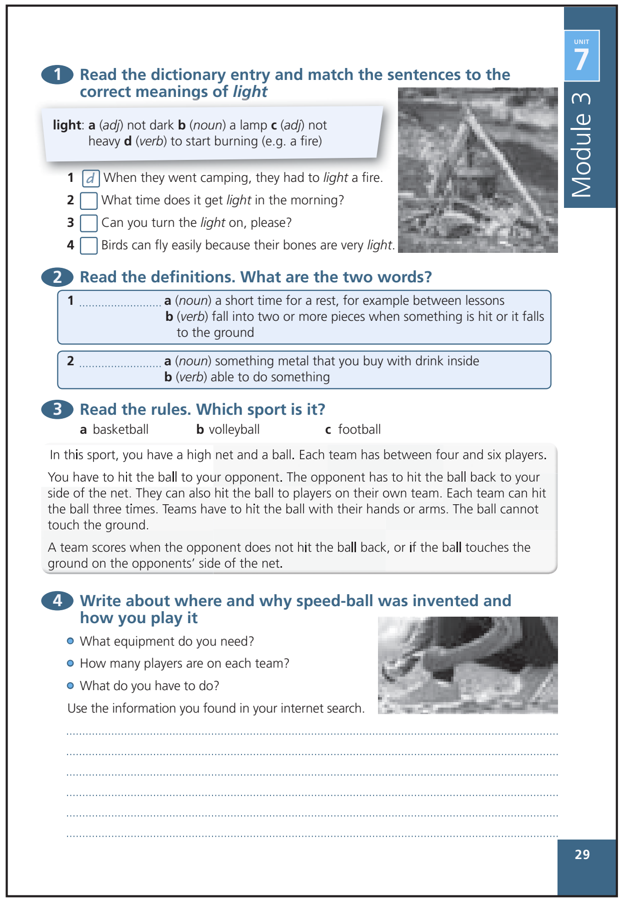
2 Students read the four definitions for *light*. Then read out the question and elicit the answer from the whole class (*not dark*; it is an adjective in this sentence).

3 Students then match the sentences with the correct meaning of light.

Answers:

3 a 1 b c 2 4 d

WB Page 29



UNIT 7 Module 3

1 Read the dictionary entry and match the sentences to the correct meanings of *light*

light: **a** (*adj*) not dark **b** (*noun*) a lamp **c** (*adj*) not heavy **d** (*verb*) to start burning (e.g. a fire)

1 [d] When they went camping, they had to *light* a fire.
2 [ ] What time does it get *light* in the morning?
3 [ ] Can you turn the *light* on, please?
4 [ ] Birds can fly easily because their bones are very *light*.

2 Read the definitions. What are the two words?

1 .... **a** (*noun*) a short time for a rest, for example between lessons **b** (*verb*) fall into two or more pieces when something is hit or it falls to the ground

2 .... **a** (*noun*) something metal that you buy with drink inside **b** (*verb*) able to do something

3 Read the rules. Which sport is it?

a basketball **b** volleyball **c** football

In this sport, you have a high net and a ball. Each team has between four and six players.

You have to hit the ball to your opponent. The opponent has to hit the ball back to your side of the net. They can also hit the ball to players on their own team. Each team can hit the ball three times. Teams have to hit the ball with their hands or arms. The ball cannot touch the ground.

A team scores when the opponent does not hit the ball back, or if the ball touches the ground on the opponents' side of the net.

4 Write about where and why speed-ball was invented and how you play it

- What equipment do you need?
- How many players are on each team?
- What do you have to do?

Use the information you found in your internet search.

29

1 Read the dictionary entry and match the sentences to the correct meanings of *light*

1 Ask the students to study the dictionary entry.

2 Allow time for them to complete the task, and then check answers.

Answers:

2 a 3 b 4 c

2 Read the definitions. What are the two words?

1 Ask two students to read out the first and second definitions. Then invite the class to tell you one word that matches both definitions (*break*).

2 Do the same with the second word.

Answers:

1 break 2 can

3 Read the rules. Which sport is it?

1 Tell the students to read the text carefully. Go round and help if necessary.

2 In pairs, students decide which sport is being described (*volleyball*). Ask who in the class plays it and what they like about it.

Answers:

b

4 Write about where and why speed-ball was invented and how you play it

1 Remind the students of the notes they made about speed-ball in Lesson 3, and tell them they will need them for this task. Ask them to read the instructions carefully.

2 When they are ready, students write their paragraphs. They should start their answer in the Workbook and continue in their notebooks if they need more space (point out that they only need to write one paragraph, though stronger students can be encouraged to write more).

3 Monitor and help if necessary. Then ask students to check each other's work.

4 Invite different students to read out their work to the class.

Answers:

Students' own answers

A s s e s s m e n t

Speaking task

Outcome: to contrast or add information

Use SB p37, Functions box

1 On the board, write the following topics: *fashion; mobile phones; TV programmes.*

2 In pairs, the students choose one of the topics and discuss changes over the last ten years.

3 Invite students to report back to the class. Assess their use of the expressions in the Functions box.

Reading task

Outcome: to read about the history of sports

Use SB p35, exercise 2 text

1 On the board, write these sentences: *1 Experts are not sure when tennis was invented. 2 Tennis always used to be an outdoor sport. 3 Modern tennis balls all weigh the same. 4 James Naismith was a Canadian student. 5 The first basketball games used baskets on poles.*

2 Ask the students to read the text again and write down *True* or *False* for each sentence.

3 Check answers as a class. Ask students to correct the false sentences.

Writing task

Outcome: to practise using* have to/don't have to *and* must/mustn't *correctly

1 Write these prompts on the board: *teachers; referees; shop assistants; nurses.*

2 Point to the first prompt and say *Teachers have to prepare their lessons. They don't have to wear uniforms.* Elicit more ideas using *have to/don't have* to and *must/mustn't.*

3 In pairs, students then write two sentences for each prompt, using *have to/don't have to* or *must/mustn't.*

4 Invite different students to read out their sentences for the rest of the class to check.

Listening task

Outcome: to understand a radio programme about the Olympic Games

Use the recording for SB p37, exercises 2 and 3

1 On the board, copy the following gapped extract from the tapescript (or photocopy the gapped extract for each student):

During ancient times, they were held every four years in the summer and always in the same place in Greece. __________, today the Olympics are held in different countries every time. __________, we now have winter and summer Olympics. __________ there have been changes, it's always a great achievement for athletes to compete for their country at the Olympics. That __________ changed at all!

2 Ask the students to complete the missing words as they listen to the recording.

UNIT 8 How we learn

SB pages 40–44 WB pages 30–32

Objectives

Grammar

-ing forms

Reading

Reading a text about what makes people intelligent

Listening

Listening to a conversation about problems with the internet

Speaking

Talking about a problem and offering help

Writing

Writing a text offering help

LESSON 1 SB page 40

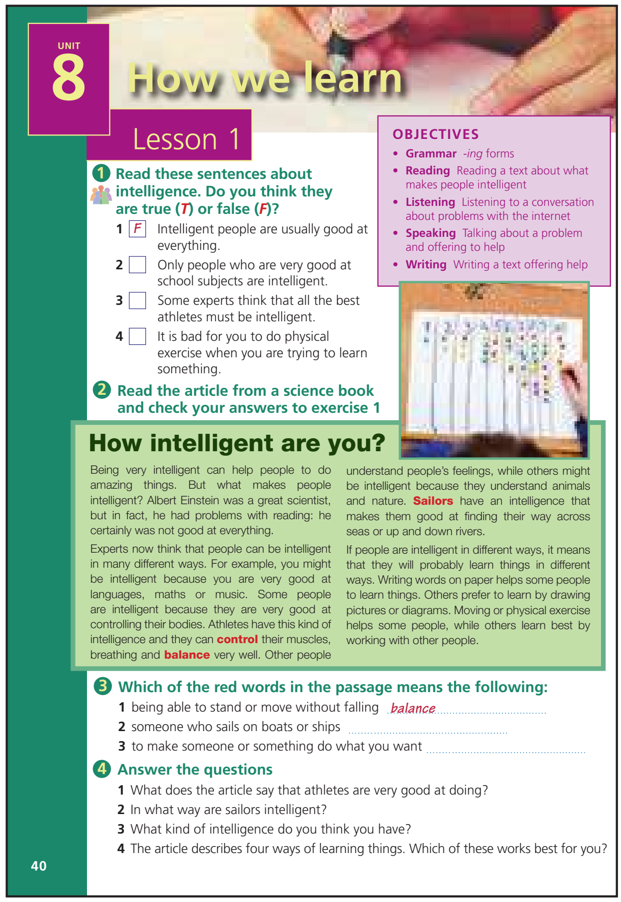
Outcomes

- To introduce the unit to the students
- To talk about intelligence
- To read an article about being intelligent

Before using the book:

- Write the title of the unit, *How we learn*, on the board. Ask the students what they think they are going to read and hear about in this unit.
- Ask about the students' experiences of learning outside the classroom, for example, what have they learned at home or when doing hobbies? You could ask whether they enjoy learning new things and why.

SB Page 40



UNIT 8 How we learn

Lesson 1

OBJECTIVES
- **Grammar** *-ing* forms
- **Reading** Reading a text about what makes people intelligent
- **Listening** Listening to a conversation about problems with the internet
- **Speaking** Talking about a problem and offering help
- **Writing** Writing a text offering help

1 Read these sentences about intelligence. Do you think they are true (*T*) or false (*F*)?

1 *F* Intelligent people are usually good at everything.
2 Only people who are very good at school subjects are intelligent.
3 Some experts think that all the best athletes must be intelligent.
4 It is bad for you to do physical exercise when you are trying to learn something.

2 Read the article from a science book and check your answers to exercise 1

How intelligent are you?

Being very intelligent can help people to do amazing things. But what makes people intelligent? Albert Einstein was a great scientist, but in fact, he had problems with reading: he certainly was not good at everything.

Experts now think that people can be intelligent in many different ways. For example, you might be intelligent because you are very good at languages, maths or music. Some people are intelligent because they are very good at controlling their bodies. Athletes have this kind of intelligence and they can **control** their muscles, breathing and **balance** very well. Other people understand people's feelings, while others might be intelligent because they understand animals and nature. **Sailors** have an intelligence that makes them good at finding their way across seas or up and down rivers.

If people are intelligent in different ways, it means that they will probably learn things in different ways. Writing words on paper helps some people to learn things. Others prefer to learn by drawing pictures or diagrams. Moving or physical exercise helps some people, while others learn best by working with other people.

3 Which of the red words in the passage means the following:

1 being able to stand or move without falling *balance*
2 someone who sails on boats or ships
3 to make someone or something do what you want

4 Answer the questions

1 What does the article say that athletes are very good at doing?
2 In what way are sailors intelligent?
3 What kind of intelligence do you think you have?
4 The article describes four ways of learning things. Which of these works best for you?

40

1 Read these sentences about intelligence. Do you think they are true (*T*) or false (*F*)?

1 Draw attention to the Objectives box on page 40, which refers to the objectives of the unit, and explain in Arabic if necessary.

2 Ask the students to read the questions and discuss them in small groups. Then invite them to share their ideas with the rest of the class but do not confirm them at this point.

2 Read the article from a science book and check your answers to exercise 1

1 Read out the instruction and allow time for the students to read the text quickly – tell them not to worry about understanding every word.

2 Ask the students to compare their ideas in exercise 1 with those in the text. Hold a brief class discussion.

Answers:

1 F (They are not usually good at everything.)
2 F (There are different kinds of intelligence.)
3 T
4 F (Moving helps some people.)

3 Which of the red words in the text means the following?

1 Students read the text again, taking note of the words in red.

2 Read out the first definition and check that students agree that the matching word is *balance*.

3 Ask the students to complete the task in pairs. Go round and offer help where necessary.

4 Check answers, referring the students back to the text if necessary.

Answers:

2 sailors 3 control 4 muscles

4 Answer the questions

1 Students read the questions and then the text again.

2 They answer the questions before comparing answers with a partner.

3 Check answers as a class, referring the students back to the text if necessary. Discuss questions 3 and 4 as a class, inviting students to give reasons for their answers.

Answers:

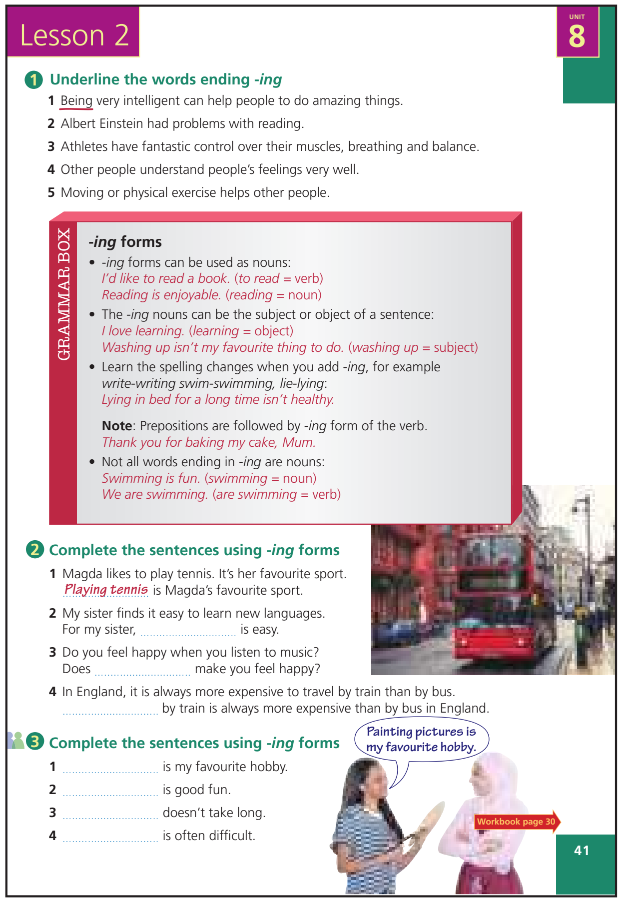
1 They are good at controlling their muscles, breathing and balance.
2 They are good at finding their way across seas or down rivers.
3 and 4 Students' own answers

LESSON 2 SB page 41 WB page 30

Outcomes

• To identify -ing forms and to use them correctly

SB Page 41


Lesson 2

UNIT 8

1 Underline the words ending -*ing*

1 Being very intelligent can help people to do amazing things.
2 Albert Einstein had problems with reading.
3 Athletes have fantastic control over their muscles, breathing and balance.
4 Other people understand people's feelings very well.
5 Moving or physical exercise helps other people.

GRAMMAR BOX

***-ing* forms**

- *-ing* forms can be used as nouns:
  I'd like to read a book. (*to read* = verb)
  Reading is enjoyable. (*reading* = noun)
- The *-ing* nouns can be the subject or object of a sentence:
  I love learning. (*learning* = object)
  Washing up isn't my favourite thing to do. (*washing up* = subject)
- Learn the spelling changes when you add *-ing*, for example *write-writing swim-swimming, lie-lying*:
  Lying in bed for a long time isn't healthy.

Note: Prepositions are followed by *-ing* form of the verb.
Thank you for baking my cake, Mum.

- Not all words ending in *-ing* are nouns:
  Swimming is fun. (*swimming* = noun)
  We are swimming. (*are swimming* = verb)

2 Complete the sentences using -*ing* forms

1 Magda likes to play tennis. It's her favourite sport.
Playing tennis is Magda's favourite sport.
2 My sister finds it easy to learn new languages.
For my sister, ... is easy.
3 Do you feel happy when you listen to music?
Does .... make you feel happy?
4 In England, it is always more expensive to travel by train than by bus.
.... by train is always more expensive than by bus in England.

3 Complete the sentences using -*ing* forms

1 .... is my favourite hobby.
2 .... is good fun.
3 .... doesn't take long.
4 .... is often difficult.

Workbook page 30

41

1 Underline the words ending -*ing*

1 Tell the students to read the Grammar box carefully.

2 Students read the sentences in exercise 1 and underline the words ending in -*ing*. Check answers.

3 Ask the students to identify whether the -*ing* forms in the sentences are the subject or the object of the sentences (1 and 5 subject; 2–4 object).

Answers:

2 Albert Einstein had problems with <u>reading</u>.
3 Athletes have fantastic control over their muscles, <u>breathing</u> and balance.
4 Other people understand people's <u>feelings</u> very well.
5 <u>Moving</u> or physical exercise helps other people.

2 Complete the sentences using -*ing* forms

1 Read out the example. Explain that the -*ing* form, *playing*, acts as a noun and is the subject of this sentence.

2 Put the students in pairs to complete the task. Go round and monitor.

3 Check answers by asking different students to read out each completed sentence.

Answers:

2 learning new languages
3 listening to music
4 Travelling

3 Complete the sentences using *-ing* forms

1 Read out the instruction and then ask a student to read out the speech bubble.

2 Allow time for the students to think about how to complete the sentences with their own ideas.

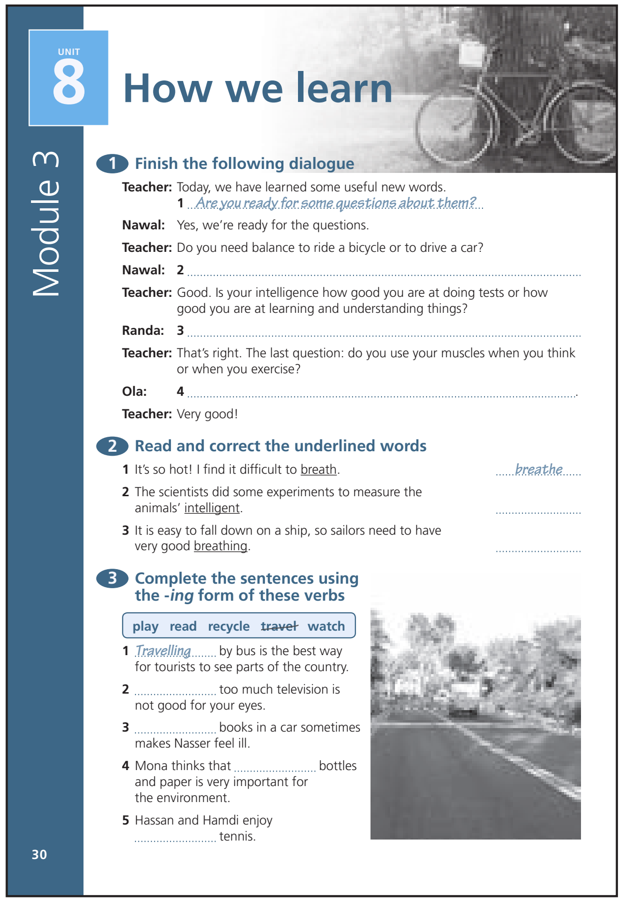
3 In pairs, students take turns to complete each sentence. Go round and monitor, making sure they use *-ing* forms appropriately.

4 Invite different pairs to repeat their sentences for the class to hear.

Answers:

Students' own answers

WB Page 30


UNIT 8

How we learn

Module 3

1 Finish the following dialogue

Teacher: Today, we have learned some useful new words.
1 *Are you ready for some questions about them?*

Nawal: Yes, we're ready for the questions.

Teacher: Do you need balance to ride a bicycle or to drive a car?

Nawal: 2 ....

Teacher: Good. Is your intelligence how good you are at doing tests or how good you are at learning and understanding things?

Randa: 3 ....

Teacher: That's right. The last question: do you use your muscles when you think or when you exercise?

Ola: 4 ....

Teacher: Very good!

2 Read and correct the underlined words

1 It's so hot! I find it difficult to breath. *breathe*
2 The scientists did some experiments to measure the animals' intelligent. ....
3 It is easy to fall down on a ship, so sailors need to have very good breathing. ....

3 Complete the sentences using the *-ing* form of these verbs

play read recycle ~~travel~~ watch

1 *Travelling* by bus is the best way for tourists to see parts of the country.
2 .... too much television is not good for your eyes.
3 .... books in a car sometimes makes Nasser feel ill.
4 Mona thinks that .... bottles and paper is very important for the environment.
5 Hassan and Hamdi enjoy .... tennis.

30

1 Finish the following dialogue

1 Ask a student to read out the first two lines of the dialogue, completed as the example. Ask another student to read the next speaker's line.

2 Allow time for the students to complete the task and then compare answers in pairs.

3 Check the answers by asking two different students to read out the completed dialogue.

Answers:

2 You need balance to ride a bicycle.
3 You make it do what you want.
4 You use your muscles when you exercise.

2 Read and correct the underlined words

1 Read out the first sentence and check that the students agree that *breathing* is the correct word.

2 Allow time for the students to complete the task, and then check answers by asking students to read out the corrected sentences.

Answers:

2 muscles   3 balance

3 Complete the sentences using the *-ing* form of these verbs

1 Read out the first sentence, completed as the example.

2 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.

Answers:

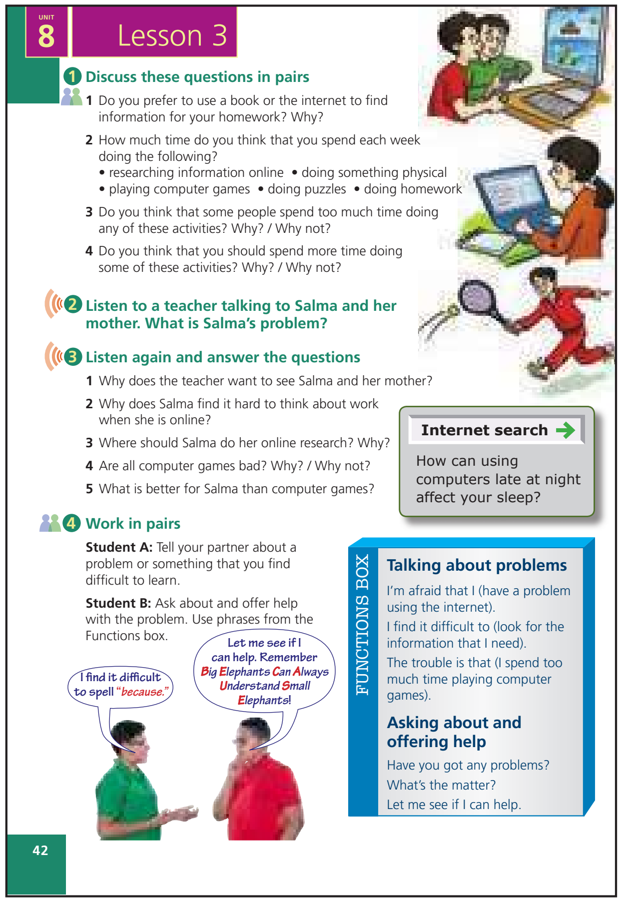
2 Watching	3 Reading
4 using	5 playing

LESSON 3 SB page 42

Outcomes

- To talk about using the internet
- To listen to a conversation about online research
- To practise talking about problems, and asking about and offering help

SB Page 42


UNIT 8 Lesson 3

1 Discuss these questions in pairs

1 Do you prefer to use a book or the internet to find information for your homework? Why?

2 How much time do you think that you spend each week doing the following?
• researching information online • doing something physical
• playing computer games • doing puzzles • doing homework

3 Do you think that some people spend too much time doing any of these activities? Why? / Why not?

4 Do you think that you should spend more time doing some of these activities? Why? / Why not?

2 Listen to a teacher talking to Salma and her mother. What is Salma's problem?

3 Listen again and answer the questions

1 Why does the teacher want to see Salma and her mother?
2 Why does Salma find it hard to think about work when she is online?
3 Where should Salma do her online research? Why?
4 Are all computer games bad? Why? / Why not?
5 What is better for Salma than computer games?

Internet search
How can using computers late at night affect your sleep?

4 Work in pairs

Student A: Tell your partner about a problem or something that you find difficult to learn.

Student B: Ask about and offer help with the problem. Use phrases from the Functions box.

FUNCTIONS BOX

Talking about problems
I'm afraid that I (have a problem using the internet).
I find it difficult to (look for the information that I need).
The trouble is that (I spend too much time playing computer games).

Asking about and offering help
Have you got any problems?
What's the matter?
Let me see if I can help.

42

1 Discuss these questions in pairs

1 Ask the students what the people in the pictures are doing. Ask whether they enjoy doing these activities themselves.

2 Then ask them to read the questions and think about how they might answer them.

3 Put them in pairs to discuss the questions, and then hold a short class discussion.

Answers:

Students' own answers

2 Listen to a teacher talking to Salma and her mother. What is Salma's problem?

1 Ask the students to read the question. Then play the recording and ask them to listen for the answer. Tell them not to worry about any words they don't recognise.

2 Check the answer.

Tapescript

Mother: *Hello, I'm Salma's mother. You asked to see me. What's the matter?*

Teacher: *Thank you for coming to see me. Salma is doing well at school, but she does not always get good marks in her homework. I wanted to talk to you both about this.*

Mother: *Have you got any problems, Salma?*

Salma: *I'm afraid that I have a problem using the internet for my homework. I find it difficult to look for the information that I need.*

Mother: *What do you mean, Salma?*

Salma: *When I go on the internet, I often see interesting games that I want to play online, so I don't always do my homework.*

Mother: *You know that you should do your homework first, before you play any computer games.*

Salma: *The trouble is that I really enjoy computer games. It's quite hard to think about work when I know that I can get better at a computer game if I spend more time playing it.*

Teacher: *Let me see if I can help. Where do you keep your computer at home?*

Mother: *It's a laptop, so Salma usually takes it to her bedroom. It's quieter there.*

Teacher: *Ask Salma to only use the internet in a room where you can see her. In that way, you'll know that she is working and not playing computer games.*

Mother: *Should I stop her playing all computer games?*

Teacher: *Children need to relax and some computer games can teach you things. So it is not bad to play computer games after she's finished her homework. But she must do her homework first.*

Mother: *Yes, of course.*

Teacher: *And remember, it is much better to play a sport such as tennis or volleyball! Sports are good for the brain as well as the body.*

Salma: *I like tennis. Let me see if I can play it at the sports club next week!*

Teacher: *That sounds like a good idea, Salma!*

Answers:

She has a problem using the internet for her homework. She finds it difficult to look for the information that she needs.

3 Listen again and answer the questions

1 First, ask the students to read the questions. Encourage them to note down any answers they think they already know.

2 Play the recording again. Then allow time for the students to answer the questions and compare answers with their partners.

3 Check answers with the whole class and if necessary play the recording again.

Answers:

1 She wants to see them because Salma does not always get good marks in her homework.
2 She finds interesting games to play instead of doing her homework. She knows that she can get better at a computer game if she spends more time playing it.
3 She should do it in a room where her mother can see her, so that her mother can see that she's working.
4 No, because some can teach you things.
5 Playing a sport such as tennis or volleyball would be better.

4 Work in pairs

1 Students read the Functions box, saying each expression aloud.

2 Put the students in pairs, A and B. Read out the instructions for each student.

3 Students practise the role play with their partners. Go round and monitor, offering suggestions where necessary. Make sure they use expressions from the Functions box.

4 Tell the students to reverse roles when they have finished.

5 Invite different students to perform a conversation for the class.

Answers:

Students' own answers

Internet search

1 Read out the question and ask the students if they already know, or would like to guess, the answer.

2 Now tell the students that they are going to do an internet search. The research can be done in class if there are enough resources, or as homework. Tell the students to type suitable keywords (or the actual question) into a search engine.

3 When they have carried out their research, ask the students to report their findings to the rest of the class. Have they all found the same result?

Answers:

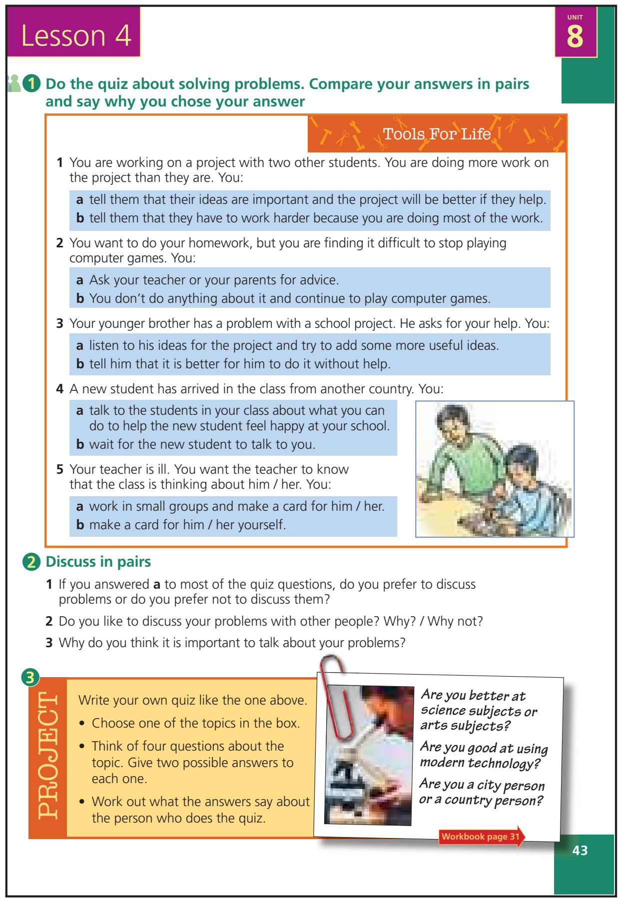
The bright, blue light stops the body from producing sleep hormones.

LESSON 4 SB page 43 WB page 31

Outcomes

- To ask and answer a quiz about solving problems
- To discuss talking about problems
- To write a quiz for other students to answer

SB Page 43



Lesson 4

UNIT 8

1 Do the quiz about solving problems. Compare your answers in pairs and say why you chose your answer

Tools For Life

1 You are working on a project with two other students. You are doing more work on the project than they are. You:
  a tell them that their ideas are important and the project will be better if they help.
  b tell them that they have to work harder because you are doing most of the work.

2 You want to do your homework, but you are finding it difficult to stop playing computer games. You:
  a Ask your teacher or your parents for advice.
  b You don't do anything about it and continue to play computer games.

3 Your younger brother has a problem with a school project. He asks for your help. You:
  a listen to his ideas for the project and try to add some more useful ideas.
  b tell him that it is better for him to do it without help.

4 A new student has arrived in the class from another country. You:
  a talk to the students in your class about what you can do to help the new student feel happy at your school.
  b wait for the new student to talk to you.

5 Your teacher is ill. You want the teacher to know that the class is thinking about him / her. You:
  a work in small groups and make a card for him / her.
  b make a card for him / her yourself.

2 Discuss in pairs

1 If you answered **a** to most of the quiz questions, do you prefer to discuss problems or do you prefer not to discuss them?

2 Do you like to discuss your problems with other people? Why? / Why not?

3 Why do you think it is important to talk about your problems?

3 PROJECT

Write your own quiz like the one above.
- Choose one of the topics in the box.
- Think of four questions about the topic. Give two possible answers to each one.
- Work out what the answers say about the person who does the quiz.

Are you better at science subjects or arts subjects?

Are you good at using modern technology?

Are you a city person or a country person?

Workbook page 31

43

1 Do the quiz about solving problems. Compare your answers in pairs and say why you chose your answer

1 Ask the students to read the first item in the quiz and to choose the answer which they agree with. Then hold a short class discussion and encourage students to share their ideas.

2 Then ask them to work in pairs to complete the quiz. Remind them to explain why they have chosen *a* or *b* in each case.

3 Ask students to share their ideas with the rest of the class, and discuss the value in discussing problems and offering help before being asked for it.

2 Discuss in pairs

1 Students read the questions. Allow them some time to think about their answers.

2 Then ask students to discuss the questions with a partner.

3 Finally, invite different students to share their opinions with the rest of the class.

Answers:

1 If you answered a to the quiz questions, you prefer to discuss problems.

2 and 3 Students' own answers

3 Project

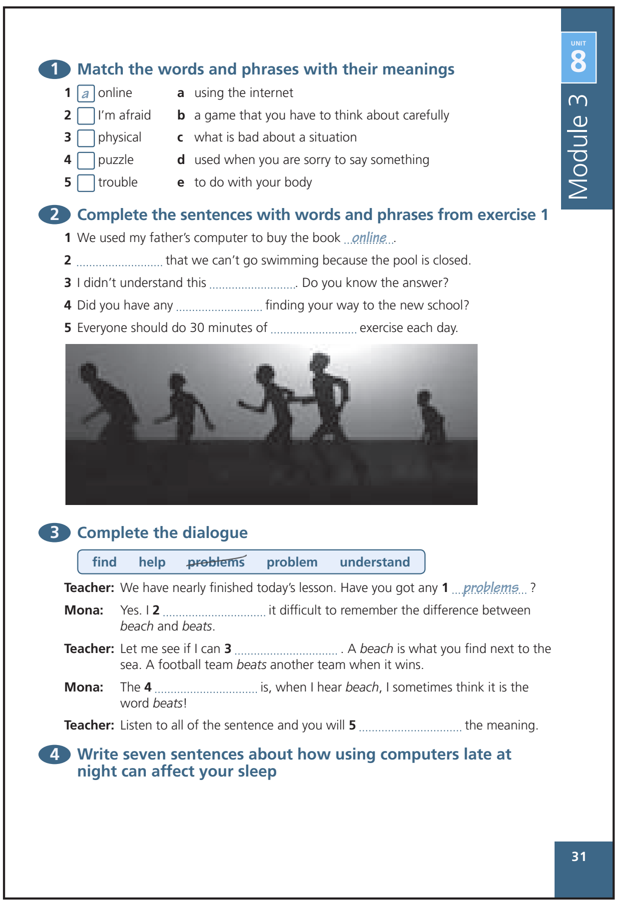
1 Students read the topic questions. Hold a short class discussion. Put students into pairs and ask each pair to choose one of the topics to write a quiz about. It may be helpful to pair stronger and weaker students for this task.

2 Go through the bullet points and check that the students understand what to do.

3 Students prepare their quizzes. Go round and monitor, helping where necessary. When they have finished, ask them to check grammar and spelling before exchanging quizzes with another pair.

4 Students join together with the pair whose quiz they completed and discuss their answers.

✎ WB Page 31



UNIT 8

Module 3

1 Match the words and phrases with their meanings

1 [a] online — a using the internet
2 [ ] I'm afraid — b a game that you have to think about carefully
3 [ ] physical — c what is bad about a situation
4 [ ] puzzle — d used when you are sorry to say something
5 [ ] trouble — e to do with your body

2 Complete the sentences with words and phrases from exercise 1

1 We used my father's computer to buy the book ...*online*....
2 .... that we can't go swimming because the pool is closed.
3 I didn't understand this .... Do you know the answer?
4 Did you have any .... finding your way to the new school?
5 Everyone should do 30 minutes of .... exercise each day.

3 Complete the dialogue

find help ~~problems~~ problem understand

Teacher: We have nearly finished today's lesson. Have you got any **1** ...*problems*... ?
Mona: Yes. I **2** .... it difficult to remember the difference between *beach* and *beats*.
Teacher: Let me see if I can **3** .... A *beach* is what you find next to the sea. A football team *beats* another team when it wins.
Mona: The **4** .... is, when I hear *beach*, I sometimes think it is the word *beats*!
Teacher: Listen to all of the sentence and you will **5** .... the meaning.

4 Write seven sentences about how using computers late at night can affect your sleep

31

1 Match the words and phrases with their meanings

1 Ask the students to read the example and check that they agree *a* is the right answer.

2 Allow time for them to complete the task.

3 Check answers with the whole class.

Answers:

2 d 3 e 4 b 5 c

2 Complete the sentences with words and phrases from exercise 1

1 Ask the students to look at the example.

2 Students then complete the task in pairs.

3 Check answers by asking different students to read out the completed sentences.

Answers:

2 I'm afraid	3 puzzle
4 trouble	5 physical

3 Complete the dialogue

1 Ask the students to read the dialogue quickly and ask where they think the speakers are (in the classroom).

2 Students then complete the task.

3 Check the answers as a whole class.

Answers:

2 find	3 help
4 trouble	5 understand

4 Write seven sentences about how using computers late at night can affect your sleep

1 Remind the students of the research they did in Lesson 3 about how using computers late at night can affect your sleep. Ask them to tell you what they remember about what they found.

2 When they are ready, students write their sentences. They should write in their notebooks.

3 Monitor and help if necessary. Then ask students to check each other's work.

4 Invite different students to read out their work to the class.

Answers:

Students' own answers

REVIEW SB page 44 WB page 32

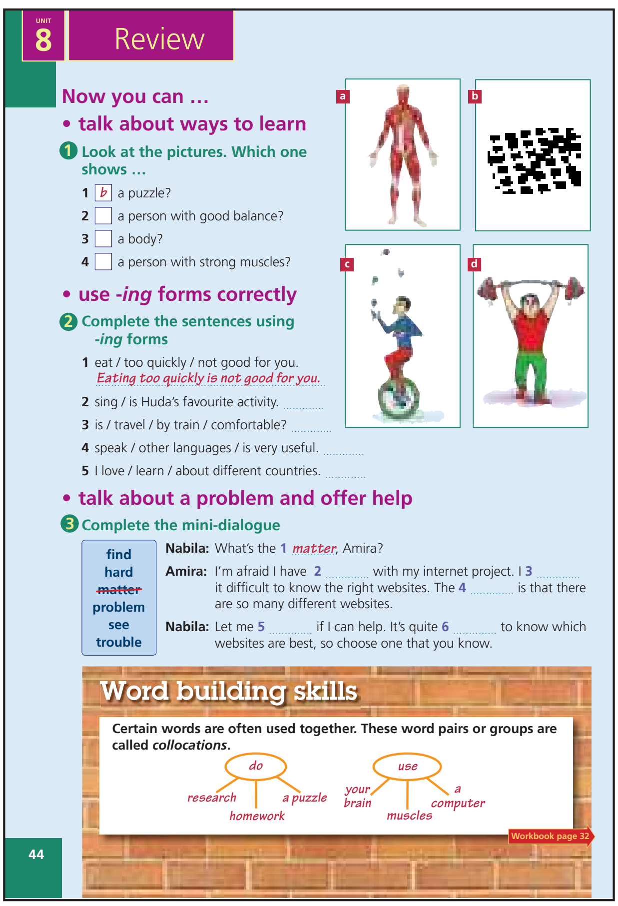
Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise word building skills

Before using the book:

- Write *How we learn* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

SB Page 44



UNIT 8 Review

Now you can …

• talk about ways to learn

1 Look at the pictures. Which one shows …

1 [b] a puzzle?
2 [ ] a person with good balance?
3 [ ] a body?
4 [ ] a person with strong muscles?

• use -*ing* forms correctly

2 Complete the sentences using -*ing* forms

1 eat / too quickly / not good for you.
Eating too quickly is not good for you.
2 sing / is Huda's favourite activity. ……
3 is / travel / by train / comfortable? ……
4 speak / other languages / is very useful. ……
5 I love / learn / about different countries. ……

• talk about a problem and offer help

3 Complete the mini-dialogue

find / hard / ~~matter~~ / problem / see / trouble

Nabila: What's the 1 *matter*, Amira?
Amira: I'm afraid I have 2 …… with my internet project. I 3 …… it difficult to know the right websites. The 4 …… is that there are so many different websites.
Nabila: Let me 5 …… if I can help. It's quite 6 …… to know which websites are best, so choose one that you know.

Word building skills

Certain words are often used together. These word pairs or groups are called *collocations*.

Workbook page 32

44

1 Look at the pictures. Which one shows …

1 Ask the students to look at the pictures and say what they can see. Then ask them to look at the questions and example answer.

2 Allow time for the students to complete the task, and then check the answers as a whole class.

Answers:

2 c 3 a 4 d

2 Complete the sentences using *-ing* forms

1 Read out the instruction and the first sentence, completed as the example.

2 Allow time for the students to complete the task in pairs, and go round offering help where needed.

3 Check answers by asking different students to read out the completed sentences to the class.

Answers:

2 Singing is Huda's favourite activity.
3 Is travelling by train comfortable?
4 Speaking other languages is very useful.
5 I love learning about different countries.

3 Complete the mini-dialogue

1 Ask a student to read out the first sentence in the dialogue, completed as the example.

2 Allow time for the students to complete the task and then compare answers in pairs.

3 Check the answers by asking two students to read out the completed dialogue.

Answers:

2 problem	3 find	4 trouble
5 see	6 hard	

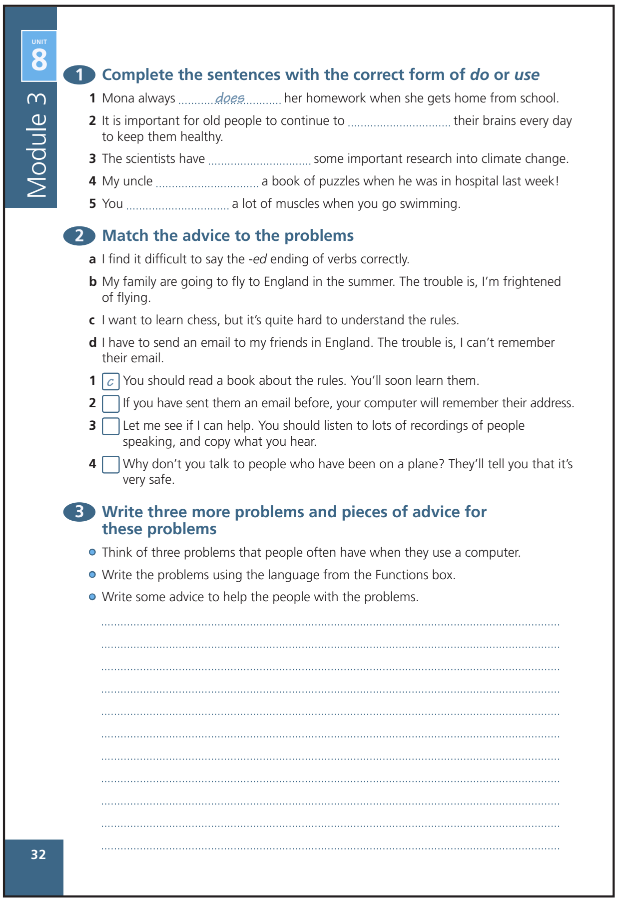
Word building skills

1 Allow time for the students to read the Word building skills box.

2 Ask them whether they can think of any other words that collocate with *do* (e.g. exercise, work) or *use* (e.g. a calculator).

3 Students write sentences containing some or all of the suggested words.

✎ WB Page 32



UNIT 8

Module 3

1 Complete the sentences with the correct form of *do* or *use*

1 Mona always ....*does*.......... her homework when she gets home from school.

2 It is important for old people to continue to .... their brains every day to keep them healthy.

3 The scientists have .... some important research into climate change.

4 My uncle .... a book of puzzles when he was in hospital last week!

5 You .... a lot of muscles when you go swimming.

2 Match the advice to the problems

a I find it difficult to say the *-ed* ending of verbs correctly.

b My family are going to fly to England in the summer. The trouble is, I'm frightened of flying.

c I want to learn chess, but it's quite hard to understand the rules.

d I have to send an email to my friends in England. The trouble is, I can't remember their email.

1 [c] You should read a book about the rules. You'll soon learn them.

2 [ ] If you have sent them an email before, your computer will remember their address.

3 [ ] Let me see if I can help. You should listen to lots of recordings of people speaking, and copy what you hear.

4 [ ] Why don't you talk to people who have been on a plane? They'll tell you that it's very safe.

3 Write three more problems and pieces of advice for these problems

- Think of three problems that people often have when they use a computer.
- Write the problems using the language from the Functions box.
- Write some advice to help the people with the problems.

32

1 Complete the sentences with the correct form of *do* or *use*

1 Read out the first word and check the students understand why *does* is the correct form (it is the third person).

2 Allow time for the students to complete the task. Remind them to think carefully about person and tense. Check the answers as a whole class.

Answers:

2 use   3 done   4 did   5 use

2 Match the advice to the problems

1 Read out the first piece of advice and check the students agree that *1* and *c* match. Then ask them to read the problems (a–d) before choosing the corresponding advice (1–4).

2 Allow time for the students to complete the task, and then check the answers as a whole class.

Answers:

2 d   3 a   4 b

3 Write three more problems and pieces of advice for these problems

1 Read out the instructions and elicit some ideas from the class. Write these on the board to help students with the task.

2 Put them in pairs to discuss ideas further and make notes.

3 Allow time for the students to write their problems and advice. They should start their answer in the Workbook and continue in their notebooks if they need more space.

4 Go round and monitor while they are working, making suggestions where necessary. Remind them to use phrases from the Functions box where possible.

5 Ask the students to exchange their work with a partner and check grammar and spelling.

6 Invite different students to read out their problems and advice.

Answers:

Students' own answers

Assessment

Speaking task

Outcome: to practise asking about and offering help

Use SB p42, Functions box

1 Ask the students to suggest problems they have when they do their homework and write their ideas on the board.
2 Students then work in pairs to ask and answer about the problems. Assess them on their use of the expressions in the Functions box.

Reading task

Outcome: to read an article about being intelligent

Use SB p40, exercise 2 text

1 On the board, write these statements: *1 Albert Einstein was good at science and reading. 2 People who are good at languages are usually good at understanding people's feelings, too. 3 Understanding animals and nature is one kind of intelligence. 4 Most people learn things in the same way.*
2 Ask the students to read the text again and then write down whether the statements are *True* or *False*.
3 Check answers as a class. Encourage students to correct the false statements.

Writing Task

Outcome: to practise using* -ing *forms correctly

1 Write these prompts on the board: *Swimming; sleeping; laughing; saving money; playing a musical instrument.*
2 Point to the first prompt and ask the students to suggest ways to complete the sentences (*e.g. Swimming is good for you*). Make sure they understand the difference between the *-ing* form (*I like swimming. Swimming is fun*) and a present participle (*Ali is swimming*).
3 In pairs, students then write sentences containing each *-ing* form on the board.
4 Invite different students to read out their sentences for the rest of the class to check.

Listening task

Outcome: to understand a conversation between a teacher, a student and her mother

Use the recording for SB p42, exercises 2 and 3

1 Copy the following excerpts from the tapescript onto the board or photocopy the text for each student or pair:

Mother: *Have you got any _______, Salma?*
Salma: *I'm _______ that I have a problem using the internet for my homework. I _______ it difficult to look for the information that I need.*
[...]
Salma: *The _______ is that I really enjoy computer games.*
[...]
Teacher: *Let me see if I can _______.*

2 Give each student or pair a copy of the gapped text, and ask them to complete the missing words as they listen to the recording.

UNIT 9

The senses

SB pages 45–49 WB pages 33–35

Objectives

Grammar
Non-defining relative clauses
Reading
Reading an article about Braille
Listening
Listening to someone giving an invitation
Speaking
Inviting, accepting and refusing invitations
Writing
Writing an invitation

LESSON 1 SB page 45

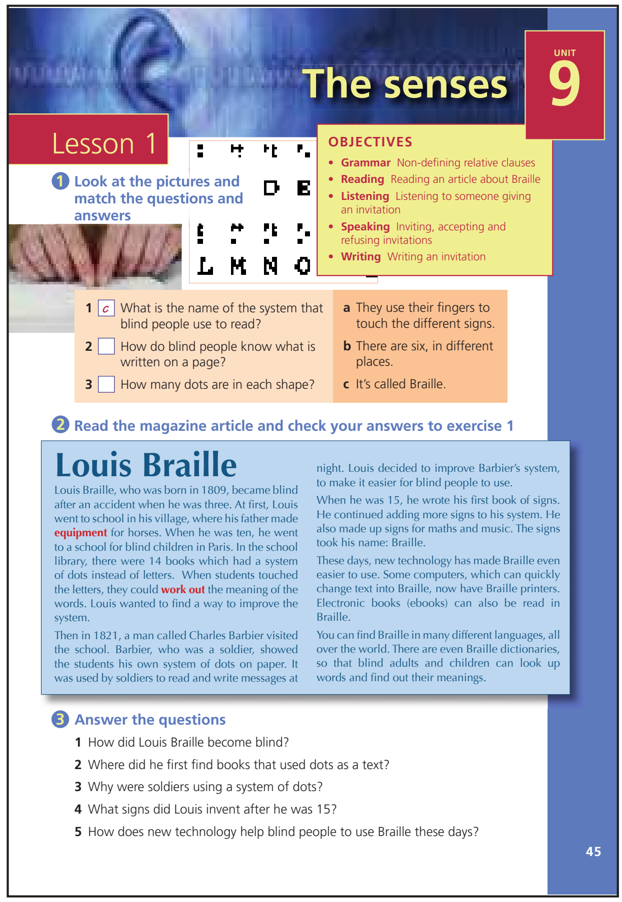
Outcomes

- To talk about Braille
- To read about Louis Braille and answer questions

Before using the book:

- Write the title of the unit, *The senses*, on the board and elicit the meaning.
- Ask the students to work in small groups to write the five senses in English (*sight, smell, hearing, taste, touch*).
- Write the five senses on the board and ask them what each sense is used for. Ask them how people can communicate if they lose one of their senses, such as hearing (*they can use different kinds of communication, such as sign language*).

SB Page 45


UNIT 9

The senses

Lesson 1

OBJECTIVES
- **Grammar** Non-defining relative clauses
- **Reading** Reading an article about Braille
- **Listening** Listening to someone giving an invitation
- **Speaking** Inviting, accepting and refusing invitations
- **Writing** Writing an invitation

1 Look at the pictures and match the questions and answers

1 [c] What is the name of the system that blind people use to read?
2 [ ] How do blind people know what is written on a page?
3 [ ] How many dots are in each shape?

a They use their fingers to touch the different signs.
b There are six, in different places.
c It's called Braille.

2 Read the magazine article and check your answers to exercise 1

Louis Braille

Louis Braille, who was born in 1809, became blind after an accident when he was three. At first, Louis went to school in his village, where his father made **equipment** for horses. When he was ten, he went to a school for blind children in Paris. In the school library, there were 14 books which had a system of dots instead of letters. When students touched the letters, they could **work out** the meaning of the words. Louis wanted to find a way to improve the system.

Then in 1821, a man called Charles Barbier visited the school. Barbier, who was a soldier, showed the students his own system of dots on paper. It was used by soldiers to read and write messages at night. Louis decided to improve Barbier's system, to make it easier for blind people to use.

When he was 15, he wrote his first book of signs. He continued adding more signs to his system. He also made up signs for maths and music. The signs took his name: Braille.

These days, new technology has made Braille even easier to use. Some computers, which can quickly change text into Braille, now have Braille printers. Electronic books (ebooks) can also be read in Braille.

You can find Braille in many different languages, all over the world. There are even Braille dictionaries, so that blind adults and children can look up words and find out their meanings.

3 Answer the questions

1 How did Louis Braille become blind?
2 Where did he first find books that used dots as a text?
3 Why were soldiers using a system of dots?
4 What signs did Louis invent after he was 15?
5 How does new technology help blind people to use Braille these days?

45

1 Look at the pictures and match the questions with their answers?

1 Draw attention to the Objectives box on page 45, which refers to the objectives of the unit, and explain in Arabic if necessary.

2 Ask the students to work in small groups to match the questions and answers.

3 Invite the groups to share their ideas and have a short class discussion, but do not confirm their answers at this point.

2 Read the magazine article and check your answers to exercise 1

1 Ask the students to look at the title of the article. Ask them if they know who Louis Braille was and what he did. Tell them that they are going to find out more about him and the system he invented.

2 Then ask them to read the text quickly and find the answers to exercise 1. Remind them not to worry about any unknown words at this point.

3 Check the answers with the whole class.

Answers:

2 a 3 b

3 Answer the questions

1 Ask the students to read the text again more carefully and answer the questions.

2 Check the answers with the whole class.

3 Then ask students to discuss their meaning of the words in red with a partner. Confirm definitions as a whole class.

4 Ask the students whether they have ever seen Braille and where. Ask *Do you think it would be easy or difficult to learn Braille?* If possible, show them some examples so they can try ‘reading’ the dots with their fingers.

Answers:

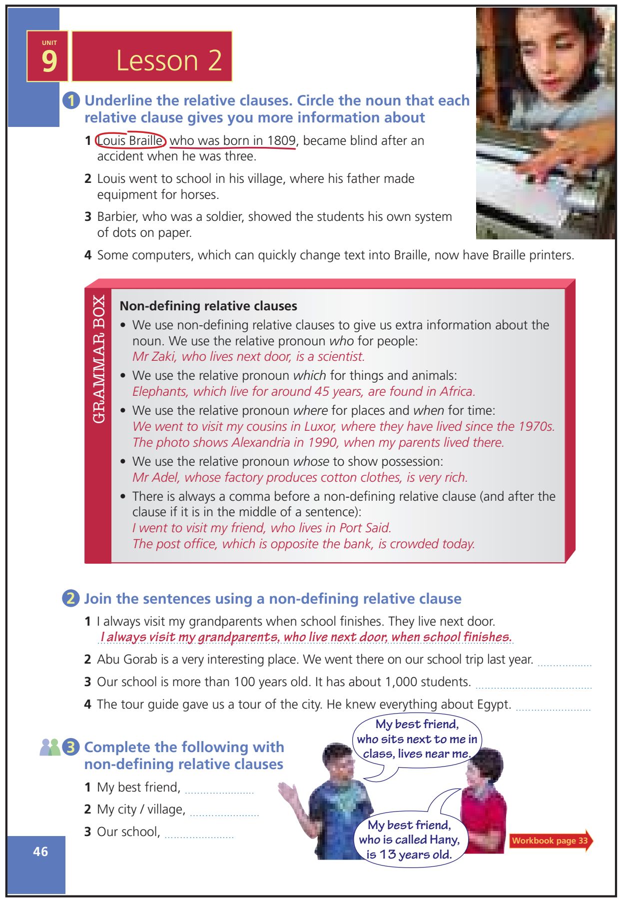
1 He had an accident.
2 In the library of the school for blind children in Paris.
3 To help them read and write messages at night.
4 He made up signs for maths and music.
5 Computers can quickly change text into Braille and have Braille printers. Ebooks can also be read in Braille.

LESSON 2 SB page 46 WB page 33

Outcome

• To use non-defining relative clauses

SB Page 46


UNIT 9 Lesson 2

1 Underline the relative clauses. Circle the noun that each relative clause gives you more information about

1 Louis Braille, who was born in 1809, became blind after an accident when he was three.
2 Louis went to school in his village, where his father made equipment for horses.
3 Barbier, who was a soldier, showed the students his own system of dots on paper.
4 Some computers, which can quickly change text into Braille, now have Braille printers.

GRAMMAR BOX

Non-defining relative clauses

- We use non-defining relative clauses to give us extra information about the noun. We use the relative pronoun *who* for people: *Mr Zaki, who lives next door, is a scientist.*
- We use the relative pronoun *which* for things and animals: *Elephants, which live for around 45 years, are found in Africa.*
- We use the relative pronoun *where* for places and *when* for time: *We went to visit my cousins in Luxor, where they have lived since the 1970s. The photo shows Alexandria in 1990, when my parents lived there.*
- We use the relative pronoun *whose* to show possession: *Mr Adel, whose factory produces cotton clothes, is very rich.*
- There is always a comma before a non-defining relative clause (and after the clause if it is in the middle of a sentence): *I went to visit my friend, who lives in Port Said. The post office, which is opposite the bank, is crowded today.*

2 Join the sentences using a non-defining relative clause

1 I always visit my grandparents when school finishes. They live next door.
I always visit my grandparents, who live next door, when school finishes.
2 Abu Gorab is a very interesting place. We went there on our school trip last year. ....
3 Our school is more than 100 years old. It has about 1,000 students. ....
4 The tour guide gave us a tour of the city. He knew everything about Egypt. ....

3 Complete the following with non-defining relative clauses

1 My best friend, ...
2 My city / village, ...
3 Our school, ...

Workbook page 33

46

1 Underline the relative clauses. Circle the noun that each relative clause gives you more information about

1 Elicit relative pronouns and ask which ones are used with people (*who, that*), places (*where*) and things/animals (*which, that*). Then ask students what the relative pronouns do (*give more information about something/someone/ somewhere*).

2 Ask them to look at the first sentence and ask who/what the subject of the sentence is (*Louise Braille*). Ask what we know about him (*He was born in 1809 and he became blind after an accident when he was three*). Point out the non-defining relative clause and ask *Can we remove this part of the sentence? Does the rest of the sentence make sense without it?* (*Yes*).

3 Tell them to copy the rest of the sentences into their notebooks and to circle the nouns and underline the non-defining relative clauses. Check answers and then elicit what the clauses are doing.

4 Ask them to read the first point in the Grammar box to confirm their ideas.

5 Then ask them to read the rest of the Grammar box. Point out the different ways of using non-defining relative clauses, and then ask different students to read out each example sentence, removing the relative clause in each case. Ask other students to replace the relative clauses with different information, for example, *Mr Zaki, who we met on holiday, is a scientist*. Point out the punctuation uses in each type of clause.

Answers:

2 Louis went to school in his village, where his father made equipment for horses.
3 Barbier, who was a soldier, showed the students his own system of dots on paper.
4 Some computers, which can quickly change text into Braille, now have Braille printers.

2 Join the sentences using a non-defining relative clause

1 Write the prompts for the example on the board and construct the sentence including a relative clause as a class.

2 Students then complete the exercise in pairs. Explain that there may be more than one way to write the sentence.

3 Invite different students to read out their completed sentences.

Answers:

2 Abu Gorab, where we went on our school trip last year, is a very interesting place.
3 Our school, which has about 1,000 students, is more than 100 years old./Our school, which is more than 100 years old, has about 1,000 students.
4 The tour guide, who knew everything about Egypt, gave us a tour of the city./The tour guide, who gave us a tour of the city, knew everything about Egypt.

3 Complete the following with non-defining relative clauses

1 Ask the students to read the example dialogue in the speech bubbles. Explain that they have to continue in a similar way using the prompts and non-defining relative clauses.

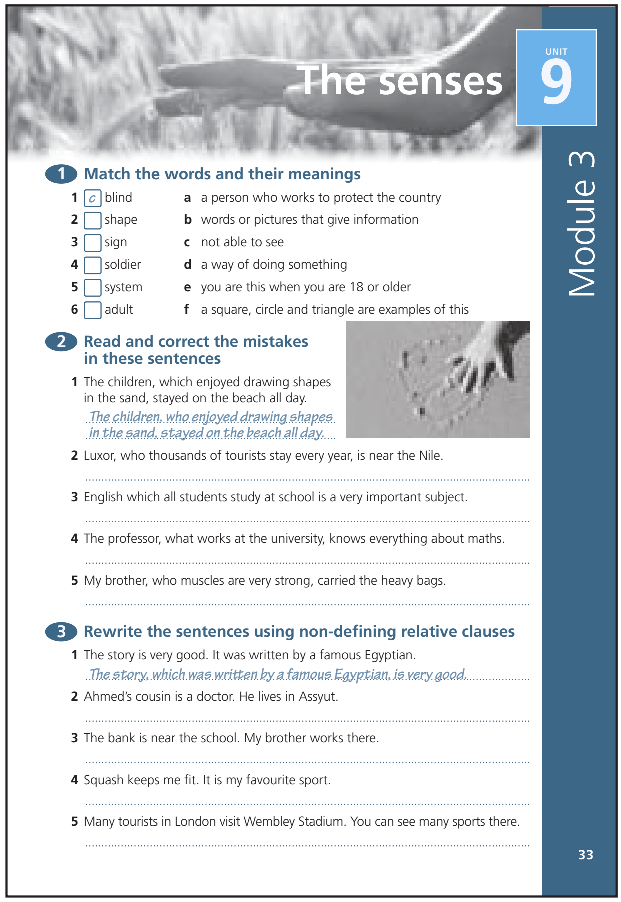
2 Students work in pairs to complete the sentences. Remind them to refer to the Grammar box if necessary. Go round and monitor as they are working, helping where necessary.

3 Invite different students to say their sentences for the rest of the class to check correct usage of the relative clauses.

Sug stedn swers:

2 My city/village, where I was born, is very beautiful.
3 Our school, which I like very much, is ten years old.

✎ **WB Page 33**


UNIT 9
The senses
Module 3

1 Match the words and their meanings
1 [c] blind — a a person who works to protect the country
2 [ ] shape — b words or pictures that give information
3 [ ] sign — c not able to see
4 [ ] soldier — d a way of doing something
5 [ ] system — e you are this when you are 18 or older
6 [ ] adult — f a square, circle and triangle are examples of this

2 Read and correct the mistakes in these sentences
1 The children, which enjoyed drawing shapes in the sand, stayed on the beach all day.
The children, who enjoyed drawing shapes in the sand, stayed on the beach all day.
2 Luxor, who thousands of tourists stay every year, is near the Nile.
3 English which all students study at school is a very important subject.
4 The professor, what works at the university, knows everything about maths.
5 My brother, who muscles are very strong, carried the heavy bags.

3 Rewrite the sentences using non-defining relative clauses
1 The story is very good. It was written by a famous Egyptian.
The story, which was written by a famous Egyptian, is very good.
2 Ahmed's cousin is a doctor. He lives in Assyut.
3 The bank is near the school. My brother works there.
4 Squash keeps me fit. It is my favourite sport.
5 Many tourists in London visit Wembley Stadium. You can see many sports there.

33

1 Match the words and their meanings

1 Ask the students to look at the words on the left and cover the meanings on the right. Elicit the definitions.

2 Students then match the words and meanings.

3 Check the answers with the whole class.

Answers:

2 f 3 b 4 a 5 d 6 e

2 Read and correct the mistakes in these sentences

1 Ask the students to look at the example sentence and elicit the mistake.

2 Then ask the students to identify and correct the mistakes in the rest of the sentences.

3 Check the answers as a whole class.

> ***Answers:***
>
> 2 Luxor, **where** thousands of tourists stay every year, is near the Nile.
> 3 English**,** which all students study at school**,** is a very important subject.
> 4 The professor, **who** works at the university, knows everything about maths.
> 5 My brother, **whose** muscles are very strong, carried the heavy bags.

3 Rewrite the sentences using non-defining relative clauses

1 Ask the students to look at the example and explain that they have to rewrite the rest of the sentences in a similar way. Explain that there may be more than one way to write the sentence.

2 Students then complete the task in pairs.

3 Invite different students to read out the rewritten sentences.

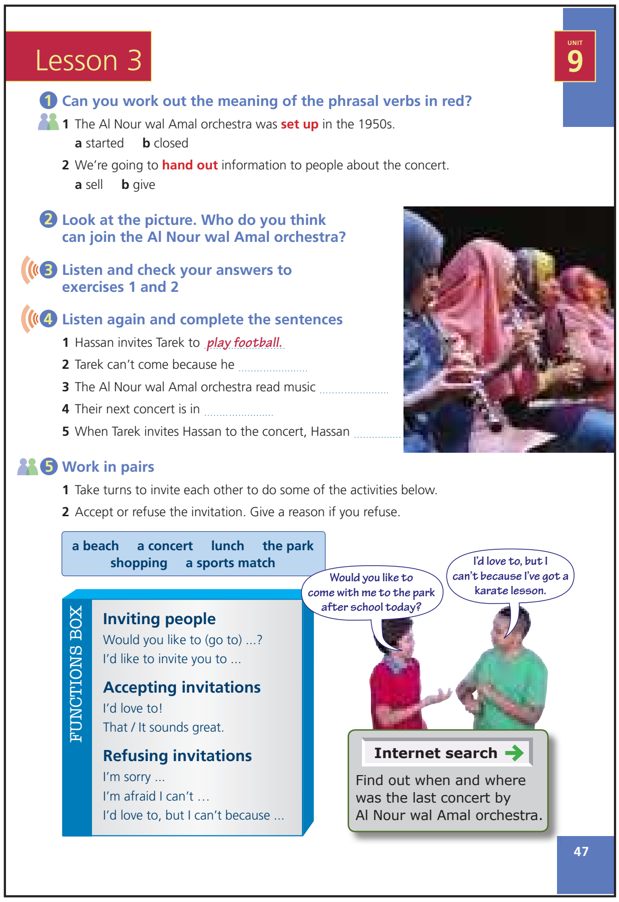
> ***Answers:***
>
> 2 Ahmed's cousin, who lives in Assyut, is a doctor./Ahmed's cousin, who is a doctor, lives in Assyut.
> 3 My brother works in the bank, which is near my school.
> 4 Squash, which is my favourite sport, keeps me fit./Squash, which keeps me fit, is my favourite sport.
> 5 Many tourists in London visit Wembley Stadium, where you can see many sports.

LESSON 3 SB page 47

Outcomes

- To talk about an orchestra
- To listen to a conversation about an orchestra
- To practise inviting, and accepting/refusing invitations
- To carry out an internet search about the Al Nour wal Amal orchestra

SB Page 47



Lesson 3

UNIT 9

1 Can you work out the meaning of the phrasal verbs in red?

1 The Al Nour wal Amal orchestra was **set up** in the 1950s.
a started b closed

2 We're going to **hand out** information to people about the concert.
a sell b give

2 Look at the picture. Who do you think can join the Al Nour wal Amal orchestra?

3 Listen and check your answers to exercises 1 and 2

4 Listen again and complete the sentences

1 Hassan invites Tarek to *play football.*
2 Tarek can't come because he ....
3 The Al Nour wal Amal orchestra read music ....
4 Their next concert is in ....
5 When Tarek invites Hassan to the concert, Hassan ....

5 Work in pairs

1 Take turns to invite each other to do some of the activities below.
2 Accept or refuse the invitation. Give a reason if you refuse.

a beach a concert lunch the park shopping a sports match

FUNCTIONS BOX

Inviting people
Would you like to (go to) ...?
I'd like to invite you to ...

Accepting invitations
I'd love to!
That / It sounds great.

Refusing invitations
I'm sorry ...
I'm afraid I can't ...
I'd love to, but I can't because ...

Internet search
Find out when and where was the last concert by Al Nour wal Amal orchestra.

47

1 Can you work out the meaning of the phrasal verbs in red?

1 Ask the students to look at the words in **red**, and to work in pairs to decide what they mean.

2 Check the answers but do not confirm them at this point.

3 Ask whether they know of any famous orchestras, and whether they play in a band or music group themselves. If so, ask what they enjoy about it.

2 Look at the picture. Who do you think can join the Al Nour wal Amal orchestra?

1 Ask the students to look at the picture and ask who they think can join the orchestra. Tell them that they will hear the answer in the recording they are about to listen to.

3 Listen and check your answers to exercises 1 and 2

1 Tell the students that they are going to listen to a conversation about the orchestra and that they should listen and check their answers to exercises 1 and 2.

2 Play the recording and then check answers. Ask them whether they think the orchestra is a good idea and why.

Tapescript

Hassan:	*Hi, Tarek!*
Tarek:	*Hello Hassan! How are you?*
Hassan:	*I'm fine, thanks. What are you doing later this afternoon? Would you like to go to the sports club to play football?*
Tarek:	*I'm sorry. I'd love to, but I can't because I'm going shopping with my sister, Manal. She knows someone who plays in an orchestra. They're coming here to play in a concert soon, so we're going to hand out information to people about the concert. So I'm afraid I can't play football today.*
Hassan:	*Tell me more about the orchestra.*
Tarek:	*The orchestra, which is called the Al Nour wal Amal orchestra, was set up in the 1950s for blind girls and women. They all read music in Braille.*
Hassan:	*That's a great achievement.*
Tarek:	*Yes, it is. They travel all over the world. And their next concert is here in two weeks' time! I'd like to invite you to it. Can you come?*
Hassan:	*I'd love to. It sounds great.*

Answers:

Exercise 1

1 a 2 b

Exercise 2

Blind girls and women can join it.

4 Listen again and complete the sentences

1 Ask the students to look at the sentences and elicit possible endings.

2 Then play the recording again and ask the students to listen and complete the missing information.

3 Students check their answers with a partner. Then go through the answers with the class.

Answers:

2 is going shopping with his sister.
3 in Braille.
4 two weeks' time.
5 says he'd love to go.

5 Work in pairs

1 Write *inviting people, accepting invitations* and *refusing invitations* on the board. Ask about what kind of invitations people might make, for example, to a birthday party, a wedding or sports match.

2 Elicit any phrases the students might already know for each of the headings on the board. Then ask them to read the phrases in the Functions box and compare their ideas.

3 Invite two students to read out the example in the speech bubbles and explain that they are going to make similar conversations using the ideas in the box. They should take turns to make an invitation and accept or refuse it.

4 Go round and monitor, helping where necessary.

5 Invite different students to invite another student in the class to do something, and ask the student to respond appropriately, either accepting or refusing the invitation.

Answers:

Students' own answers

Internet search

1 Tell the students that they are going to find out more about the Al Nour wal Amal orchestra.

2 Then ask them to read the Internet search box and ask them to think of another fact of their own choice to find out (for example, where the members come from).

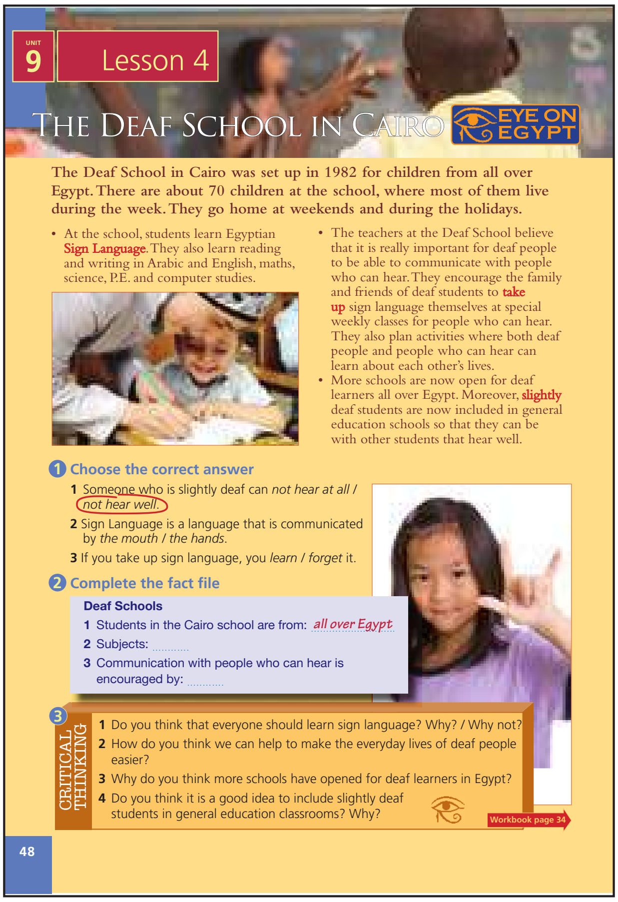
3 Students carry out their research and then present their findings to the rest of the class.

LESSON 4 SB page 48 WB page 34

Outcomes

- To read about a deaf school in Cairo
- To talk about sign language

SB Page 48


UNIT 9 Lesson 4

THE DEAF SCHOOL IN CAIRO EYE ON EGYPT

The Deaf School in Cairo was set up in 1982 for children from all over Egypt. There are about 70 children at the school, where most of them live during the week. They go home at weekends and during the holidays.

- At the school, students learn Egyptian Sign Language. They also learn reading and writing in Arabic and English, maths, science, P.E. and computer studies.
- The teachers at the Deaf School believe that it is really important for deaf people to be able to communicate with people who can hear. They encourage the family and friends of deaf students to take up sign language themselves at special weekly classes for people who can hear. They also plan activities where both deaf people and people who can hear can learn about each other's lives.
- More schools are now open for deaf learners all over Egypt. Moreover, slightly deaf students are now included in general education schools so that they can be with other students that hear well.

1 Choose the correct answer

1 Someone who is slightly deaf can *not hear at all* / *not hear well*.
2 Sign Language is a language that is communicated by *the mouth* / *the hands*.
3 If you take up sign language, you *learn* / *forget* it.

2 Complete the fact file

Deaf Schools
1 Students in the Cairo school are from: all over Egypt
2 Subjects: ....
3 Communication with people who can hear is encouraged by: ....

3 CRITICAL THINKING
1 Do you think that everyone should learn sign language? Why? / Why not?
2 How do you think we can help to make the everyday lives of deaf people easier?
3 Why do you think more schools have opened for deaf learners in Egypt?
4 Do you think it is a good idea to include slightly deaf students in general education classrooms? Why?

Workbook page 34

48

1 Choose the correct answer

1 Ask the students whether they have heard of the Deaf School in Cairo. Ask why they think it might be helpful for there to be a school especially for deaf students.

2 Then ask them to read the introductory paragraph of the text. Ask *Do the students live at the school? (Yes, during the week.) Where do they come from? (all over Egypt.)*

3 Ask the students to read the first sentence in exercise 1 and the two options. Check that students agree that *not hear well* is the correct answer.

4 Tell them to read each sentence and all the options carefully, and then allow time for them to complete the task.

5 Check answers with the whole class.

Answers:

2 the hands   3 learn

2 Complete the fact file

1 Ask the students to read the text and complete the fact file with relevant information.

2 Check the answers. Ask what they think is interesting or surprising about what they have read.

Answers:

2 Egyptian Sign Language, reading and writing in Arabic and English, maths, science, PE and computer studies

3 the teachers at the Deaf School

3 Critical thinking

1 Ask the students to work in small groups to discuss the questions.

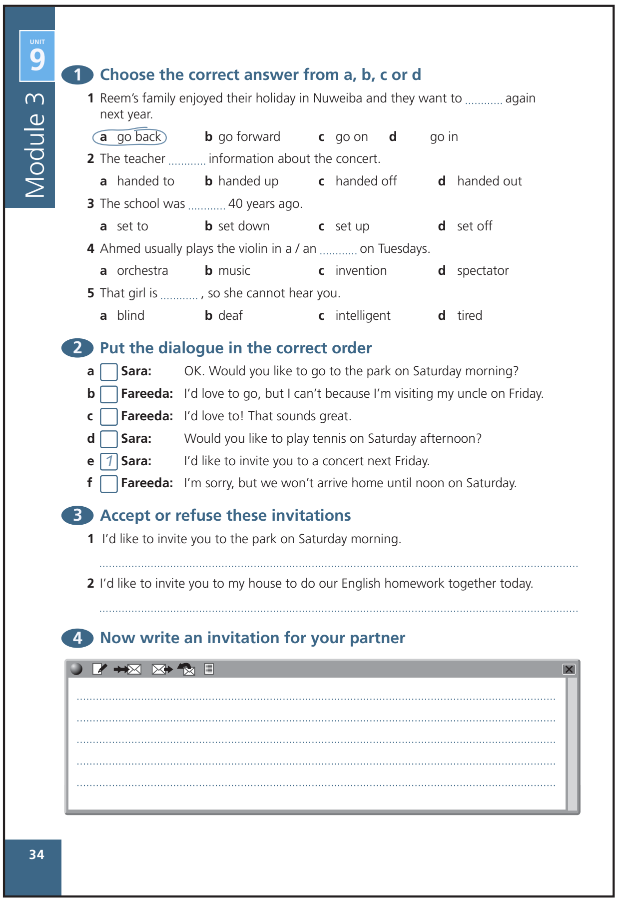
2 Go round and monitor, helping with ideas where necessary.

3 Invite the different groups to share their ideas and have a short class discussion about how to help people whose senses may be impaired.

Answers:

Students' own answers

WB Page 34



UNIT 9

Module 3

1 Choose the correct answer from a, b, c or d

1 Reem's family enjoyed their holiday in Nuweiba and they want to .... again next year.
a go back b go forward c go on d go in

2 The teacher .... information about the concert.
a handed to b handed up c handed off d handed out

3 The school was .... 40 years ago.
a set to b set down c set up d set off

4 Ahmed usually plays the violin in a / an .... on Tuesdays.
a orchestra b music c invention d spectator

5 That girl is .... , so she cannot hear you.
a blind b deaf c intelligent d tired

2 Put the dialogue in the correct order

a Sara: OK. Would you like to go to the park on Saturday morning?
b Fareeda: I'd love to go, but I can't because I'm visiting my uncle on Friday.
c Fareeda: I'd love to! That sounds great.
d Sara: Would you like to play tennis on Saturday afternoon?
e 1 Sara: I'd like to invite you to a concert next Friday.
f Fareeda: I'm sorry, but we won't arrive home until noon on Saturday.

3 Accept or refuse these invitations

1 I'd like to invite you to the park on Saturday morning.

2 I'd like to invite you to my house to do our English homework together today.

4 Now write an invitation for your partner

34

1 Choose the correct answer from a, b, c or d

1 Elicit phrasal verbs and other vocabulary that the students have learned in the unit.

2 Then ask them to complete the sentences, choosing the correct words. Remind them to read carefully for meaning.

3 Students complete the exercise in pairs. Then go through the answers with the whole class.

Answers:			
2 d	3 c	4 a	5 b

2 Put the dialogue in the correct order

1 Elicit the phrases for inviting and accepting/refusing invitations. Tell the class that they have to put the conversation in the correct order.

2 Students complete the exercise in pairs.

3 Invite different students to read out the sentences in order.

Answers:				
2 b	3 a	4 f	5 d	6 c

3 Accept or refuse these invitations

1 Ask the students to read the invitations and elicit possible reasons for not being able to attend.

2 Then ask the students to write their answers, either accepting or refusing the invitations.

3 Invite different students to read out their sentences.

Answers:

Students' own answers

4 Now write an invitation for your partner

1 Ask the students to think of something they would like to invite a friend to do, for example, go to a café or the park.

2 Then ask the students to write their invitations using appropriate phrases for inviting.

3 Students then give their invitation to their partner to accept or refuse in writing. They will need to use their notebooks for their responses.

4 Invite different students to read out their invitations and ask the class to respond positively.

Answers:

Students' own answers

REVIEW SB page 49 WB page 35

Outcomes

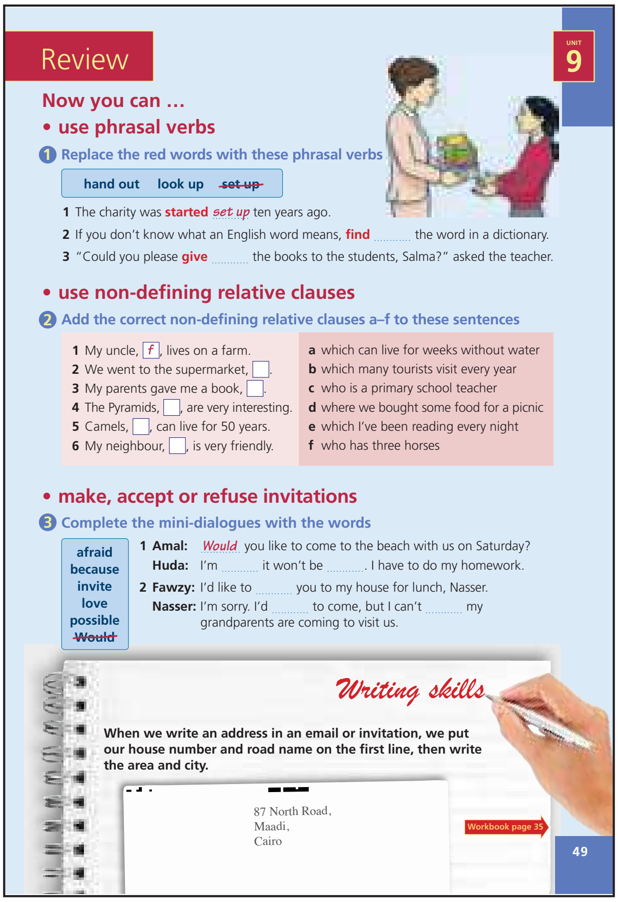
- To review and practise vocabulary and structures of the unit
- To learn how to write and lay out addresses

Before using the book

- Write *The senses* on the board and ask the students what they have learned to talk about in this unit. Brainstorm a list of topics, vocabulary and grammar points.

- Tell the students that they are now going to complete the review section, to see what they can remember.

SB Page 49



Review

UNIT 9

Now you can …

- use phrasal verbs

1 Replace the red words with these phrasal verbs

hand out	look up	~~set up~~

1 The charity was **started** *set up* ten years ago.
2 If you don't know what an English word means, **find** .... the word in a dictionary.
3 "Could you please **give** .... the books to the students, Salma?" asked the teacher.

- use non-defining relative clauses

2 Add the correct non-defining relative clauses a–f to these sentences

1 My uncle, *f*, lives on a farm.	a which can live for weeks without water
2 We went to the supermarket, ☐.	b which many tourists visit every year
3 My parents gave me a book, ☐.	c who is a primary school teacher
4 The Pyramids, ☐, are very interesting.	d where we bought some food for a picnic
5 Camels, ☐, can live for 50 years.	e which I've been reading every night
6 My neighbour, ☐, is very friendly.	f who has three horses

- make, accept or refuse invitations

3 Complete the mini-dialogues with the words

afraid
because
invite
love
possible
~~Would~~

1 **Amal:** *Would* you like to come to the beach with us on Saturday?
Huda: I'm .... it won't be .... I have to do my homework.
2 **Fawzy:** I'd like to .... you to my house for lunch, Nasser.
Nasser: I'm sorry. I'd .... to come, but I can't .... my grandparents are coming to visit us.

Writing skills

When we write an address in an email or invitation, we put our house number and road name on the first line, then write the area and city.

87 North Road,
Maadi,
Cairo

Workbook page 35

49

1 Replace the red words with these phrasal verbs

1 Elicit the phrasal verbs from the unit.

2 Then ask the students to read the example and complete the rest of the exercise in pairs.

3 Check the answers as a whole class.

Answers:

2 look up 3 hand out

2 Add the correct non-defining relative clauses a–f to these sentences

1 Elicit what the students have learned about non-defining relative clauses from the unit.

2 Then ask the students to look at the example and complete the rest of the exercise in pairs.

3 Check the answers as a whole class.

Answers:

2 d 3 e 4 b 5 a 6 c

3 Complete the mini-dialogues with the words

1 Elicit ways to invite someone to do something and to accept or refuse an invitation.

2 Then ask the students to complete the dialogues using the words in the box.

3 Invite different pairs of students to read out the dialogues to check the answers.

Answers:

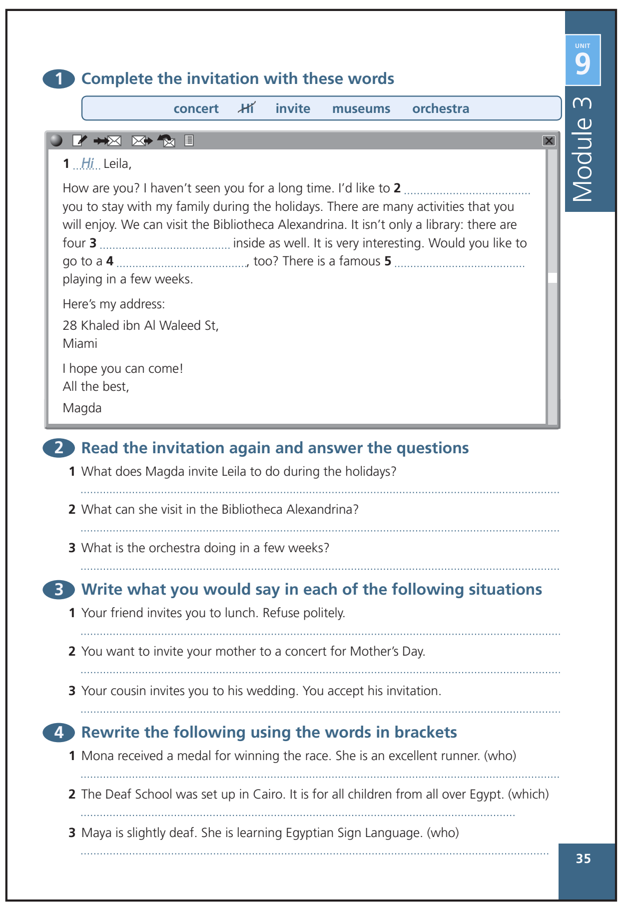
1 afraid, possible
2 invite, love, because

Writing skills

1 Write the separate words from the address on the board in a random order. Ask the students if they can rearrange them to make an address.

2 Then ask them to read the Writing skills box and check their ideas. Ask them to write their own address in the same way.

WB Page 35



UNIT 9

Module 3

1 Complete the invitation with these words

concert	~~Hi~~	invite	museums	orchestra

1 *Hi* Leila,

How are you? I haven't seen you for a long time. I'd like to **2** .... you to stay with my family during the holidays. There are many activities that you will enjoy. We can visit the Bibliotheca Alexandrina. It isn't only a library: there are four **3** .... inside as well. It is very interesting. Would you like to go to a **4** ...., too? There is a famous **5** .... playing in a few weeks.

Here's my address:
28 Khaled ibn Al Waleed St,
Miami

I hope you can come!
All the best,
Magda

2 Read the invitation again and answer the questions

1 What does Magda invite Leila to do during the holidays?
....
2 What can she visit in the Bibliotheca Alexandrina?
....
3 What is the orchestra doing in a few weeks?
....

3 Write what you would say in each of the following situations

1 Your friend invites you to lunch. Refuse politely.
....
2 You want to invite your mother to a concert for Mother's Day.
....
3 Your cousin invites you to his wedding. You accept his invitation.
....

4 Rewrite the following using the words in brackets

1 Mona received a medal for winning the race. She is an excellent runner. (who)
....
2 The Deaf School was set up in Cairo. It is for all children from all over Egypt. (which)
....
3 Maya is slightly deaf. She is learning Egyptian Sign Language. (who)
....

35

1 Complete the invitation with these words

1 Ask the students to read the invitation before completing it with the words in the box.

2 Check the answers with the whole class.

> ***Answers:***
>
> 2 invite   3 museums
> 4 concert   5 orchestra

2 Read the invitation again and answer the questions

1 Ask the students what they remember about the invitation in exercise 1.

2 Then ask them to read it again and answer the questions.

3 Invite different students to read out the answers.

> ***Answers:***
>
> 1 She invites her to stay with her family.
> 2 She can visit a museum.
> 3 It is playing at a concert.

3 Write what you would say in each of the following situations.

1 Ask the students to read each situation and to write what they would say. Remind them to choose polite expressions.

2 Ask several students to read their answer for each situation. Remind students that several different answers are possible.

> ***Sug stedın swers:***
>
> 1 I'm afraid I can't because I have to go home for lunch.
> 2 Would you like to go to a concert with me for Mother's Day?
> 3 I'd love to!

4 Rewrite the following using the words in brackets

1 Ask the students to read the sentences carefully and then rewrite them using the words in brackets. Remind the students that more than one answer may be possible.

2 Ask the students to compare their answers in pairs. Then ask some students to read out their answers.

> ***Answers:***
>
> 1 Mona, who is an excellent runner, received a medal for winning the race. / Mona, who received a medal for winning the race, is an excellent runner.
> 2 The Deaf School, which was set up in Cairo, is for children from all over Egypt. / The Deaf School, which is for children from all over Egypt, was set up in Cairo.
> 3 Maya, who is slightly deaf, is learning Egyptian Sign Language. / Maya, who is learning Egyptian Sign Language, is slightly deaf.

Assessment

Speaking task

Outcome: to invite and respond to invitations

Use SB p47, Functions box

1 Ask the students to think of three things they would like to invite their friend to do. Assess them in pairs, with the students taking turns to invite and respond in an appropriate way.
2 Assess them on their correct use of the phrases in the Functions box for inviting people and accepting and refusing invitations.

Reading task

Outcome: to understand a text about Louis Braille

Use SB p45, exercise 2 text

1 Write the following statements on the board: *1 Louis Braille was deaf. 2 Louis Braille first discovered systems of dots for letters in school library books. 3 Braille based his own system on one that was used by soldiers. 4 Braille also made up signs for geography and art. 5 Braille is now used all over the world in different ways.*
2 Ask the students to read the text again and decide whether the statements are true or false.
3 Students discuss their ideas in pairs. Check answers as a class, and ask students to correct the false statements.

Writing task

Outcome: to write an invitation

1 Tell the students that they are going to hold a birthday party and that they should write an invitation to send to their friend.
2 Ask them to put their address on the invitation and write three to five sentences, beginning and ending the invitation appropriately.
3 Ask the students to read out their invitations and assess the students on their layout and use of appropriate language.

Listening task

Outcome: to understand a conversation about an orchestra

Use the recording for SB p47, exercises 3 and 4

1 On the board, copy the following gapped extract from the tapescript (or photocopy the gapped extract for each student):

Hassan: What are you doing later this afternoon? _______ go to the sports club to play football?

Tarek: I'm sorry. _______ but _______ because I'm going shopping with my sister, Manal. She knows someone who plays in an orchestra. They're coming here to play in a concert soon, so we're going to hand out information to people about the concert. So _______ I can't play football today.

2 Ask the students to complete the missing words as they listen to the recording.
3 Check the answers as a class.

REVIEW C | **SB pages 50-51**
WB pages 36-39

LESSON 1 SB page 50

Outcomes

• To review and practise the vocabulary and structures of Units 7–9

Before using the book:

• Ask the students what the themes of Module 3 were (*All about sports, How we learn, The senses*). Ask what they enjoyed learning about most and why.

• Elicit the grammar points they have practised (*have to*/*had to* and *must*/*mustn't* for obligation; -*ing* forms; non-defining relative clauses) and any of the rules that they remember.

SB Page 50



Review C

Lesson 1

1 Ask and answer

1 How can people learn about Tutankhamun?
2 What do you think an exhibition is?

2 Read Andy's blog and check your answers to exercise 1

An amazing exhibition

One day last week, our teacher handed out some information about an **exhibition** in London, where I live. He said that we should go if we were interested in history. The exhibition had historic jewellery and statues which are from the time of Tutankhamun. My friend Alex, who knows that I love history, said, "Revising history will be easier if we go." So we both decided to go at the weekend.

It took me less time to get to the exhibition than Alex, but he wasn't very late. The exhibition was set up in a huge, famous building where people could see the amazing jewels, art and statues from different museums in Egypt. Before it arrived in London, the exhibition travelled to four other cities, where thousands of people came to see it. Understanding Egypt's history is something we all want to do!

I looked up all the information that I could find about Tutankhamun before I went. I was very excited to see everything. I also found out about Howard Carter, who worked out how to find Tutankhamun in Egypt. It was very difficult for him, but he refused to stop trying and he finally discovered Tutankhamun in 1922.

"Our teacher was right," Alex said when we got home. "That exhibition taught us a lot about history." This was true: it was a good recommendation.

3 Are these sentences true (*T*) or false (*F*)?

1 *F* The teacher took the history class to an exhibition on Tutankhamun.
2 ☐ The things in the exhibition were all from museums in Egypt.
3 ☐ The exhibition opened in London and then moved to four other cities.
4 ☐ Andy didn't know about Tutankhamun before he went to the exhibition.
5 ☐ Howard Carter had many problems before he found Tutankhamun.

50

1 Ask and answer

1 Ask the students to look at the pictures and say what they can see (the O2 Arena in London; Egyptian artefacts).

2 Students discuss the questions in pairs. Do not confirm their ideas at this point.

2 Read Andy's blog and check your answers to exercise 1

1 Ask the class to read the text.

2 Check their answers.

Answers:

1 They can go to exhibitions.
2 An exhibition is a special show at a museum or art gallery.

3 Are these sentences true (*T*) or false (*F*)?

1 Ask students to read the first sentence and provide the correct information (The teacher handed out some information about the exhibition).

2 Allow time for the students to complete the task. Then check the answers as a whole class, encouraging them to correct the false sentences.

3 Ask the students to identify any words they don't know. Tell them to try to guess their meaning, using the context to help them. Then check the meanings of the words as a whole class.

Answers:

2 T
3 F (It went to four other cities first.)
4 F (He looked up information about him before he went.)
5 T

LESSON 2 SB page 51

Outcomes

• To review and practise the vocabulary and structures of Units 7–9

SB Page 51


Lesson 2

Review C

1 Choose the correct word

1 I (must) / have to remember to buy a new pen today.
2 You *can't* / *must* study for many years to become a doctor.
3 You *mustn't* / *don't have to* eat before you wash your hands.
4 My father *mustn't* / *doesn't have to* go to work today because it is a holiday.
5 You *have to* / *might* buy a ticket before you can go into the stadium.

2 Listen and complete the dialogue

Dina: What's the matter? You look tired.
Reem: I've been doing my maths homework all afternoon. 1 *However,* I find it difficult to 2 .... these problems.
Dina: Would you like me to help?
Reem: That 3 .... great. We have a test in a few days and I'm very 4 ....
Dina: Why? What's the problem?
Reem: The 5 .... is that I can't memorise so many rules.
Dina: I've always been interested in maths so 6 .... me see if I can help. Now, what's the answer to this one?
Reem: I think I can solve 7 .... Is it 25?
Dina: Well done!

3 Work in pairs. Use non-defining relative clauses to add information to these sentences

1 Our neighbour is very kind.
2 My favourite book is in the library.
3 The park is very nice.
4 The Pyramids are very old.

4 Listen and complete these words with the missing letters. Then listen again and repeat the words

thr ow le...... wi......ill co......usion wi......urfing

Workbook pages 36-39

51

1 Choose the correct word

1 Read out the first sentence, completed as the example.

2 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.

Answers:

2 must	3 mustn't
4 doesn't have to	5 have to

2 Listen and complete the dialogue

1 Tell the students they are going to hear a conversation between Dina and Reem. Ask them to read the dialogue and say what it is about (they are talking about learning).

2 Play the recording for the students to complete the dialogue.

3 Play it again and allow time for the students to check and complete their answers.

4 Check answers with the whole class, and play it again if necessary.

Tapescript

Dina:	*What's the matter? You look tired.*
Reem:	*I've been doing my maths homework all afternoon. However, I find it difficult to work out these problems.*
Dina:	*Would you like me to help?*
Reem:	*That sounds great! We have a test in a few days.*
Dina:	*What's the problem?*
Reem:	*The trouble is that I can't memorise so many rules.*
Dina:	*I've always been interested in maths so let me see if I can help. Now, what's the answer to this one?*
Reem:	*I think I can solve that. Is it 25?*
Dina:	*Well done!*

Answers:

2 work out	3 sounds	4 afraid
5 problem	6 let	7 that

3 Work in pairs. Use non-defining relative clauses to add information to these sentences

1 Read out the instruction and then ask a student to read out the example in the speech bubble.

2 Students work in pairs to make new sentences, adding information. Go round and monitor, helping where necessary.

3 Invite different students to read out their sentences.

Answers:

Students' own answers

4 Listen and complete these words with the missing letters. Then listen again and repeat the words

1 Read out the instruction and then ask the students to look at the words and guess what they are.

2 Play the recording for them to listen and check.

3 Play each word, pausing after each one for the students to repeat it.

Tapescript

throw length windmill conclusion windsurfing

Answers:

throw length windmill conclusion windsurfing

Practice Test 3a

A Language Functions

1 Finish the following dialogue:

Fatma is at school with her friend Lamia.

Fatma: You look worried.
Lamia: Yes, I am very worried.
Fatma: **1** What's the matter?
Lamia: I'm afraid that I can't find my book.
Fatma: **2** Let me see if I can help. Is this it?
Lamia: Yes, it is. Thank you! We're discussing the book in my book club.
3 I'd love to!?
Fatma: Yes, I would love to come. Thank you for inviting me.
Lamia: **4** ....
Fatma: OK. I'll be there at 5.

2 Write what you would say in each of the following situations:

1 Although you lost the game, you congratulate your opponent.
Well done!

2 You want to invite your friend to your house this Saturday.
Would you like to come to my house this Saturday?

3 You see a person looking under their car. You want to know if they need help.
Have you got any problems?

B Reading Comprehension

3 Read the following, then answer the questions:

Many experts think that people first played rugby in 1823. At this time, students at Rugby School in England were playing football. Then, a boy called William Webb-Ellis took the ball in his hands and ran towards the opponents. This made a new game. To score in rugby, teams have to run with or kick the ball to one end of the field. The ball is *oval*, like an egg. You have to be fast and strong to be good at playing rugby. Many players, who can weigh about 100 kilograms, are very big! Today, rugby is very popular in many countries. About 100 countries play the sport. However, it is not as popular as football. More than 200 countries play that sport.

1 What is the main idea of the passage?
The story of rugby

2 What sort of person do you need to be in order to play rugby well?
Fast and strong.

3 Why do you think that William Webb-Ellis decided to take the ball with his hands?
Perhaps he was excited and wanted to go faster.

4 An *oval* is ....
(**a**) a shape **b** a kind of football **c** a kind of plastic **d** a kind of egg

5 Rugby got its name from ....
a a player **b** a country (**c**) a school **d** an egg

C The Reader

4 a. Match column A with column B:

A	B
1 Joe Green	**a** was angry with Joe for taking care of Black Beauty.
2 John Manly	**b** reported the rude driver to the police.
3 The factory driver	**c** had to move to a warmer climate.
4 Mrs Gordon	**d** took a note to Dr White.
	e hit the horses with a whip.

b. Answer the following questions:

1 Why did John ride Black Beauty to another village during the night?
Mrs Gordon was very ill so John needed to find the doctor.

2 What happened to Black Beauty after he returned with the doctor?
Black Beauty was very tired and hot. Joe tried to help but Black Beauty became ill.

3 Do you think that John was right to have a helper who is only fourteen?
Suggested: Yes, because Joe works hard and will learn how to look after horses very well.

4 Why do you think that the driver of the carriage near the factory was rude to Joe?
Suggested: Perhaps he did not like being told what to do by a young boy.

5 Why did the doctor ride Black Beauty instead of his own horse?
The doctor's son had the doctor's horse so the doctor rode Black Beauty.

D Usage and Writing

5 Choose the correct answer from a, b, c or d:

1 .... blind means that you cannot see.
a Be **b** Will be **c** Being (circled) **d** Am

2 My neighbour, ... is a teacher, sometimes helps me with my English.
a whose **b** who (circled) **c** which **d** where

3 What did you .... do before you came to school this morning?
a must **b** have **c** have to (circled) **d** had to

4 Who is your .... in the tennis competition?
a opponent (circled) **b** spectator **c** inventor **d** opposite

5 Hassan's father said that the car was difficult to .... because it was raining.
a balance **b** score **c** control (circled) **d** hit

6 The teacher asked me to .... the books to the class.
a hand out (circled) **b** hand up **c** look up **d** look out

6 Rewrite the following sentences using the word(s) in brackets to give the same meaning:

1 Tarek is very good at tennis. He's good at basketball, too. (furthermore)
Tarek is very good at tennis. Furthermore, he's good at basketball.

2 It is not necessary to get up early tomorrow. It's a holiday. (have to)
We don't have to get up early tomorrow. It's a holiday.

3 Do you have a problem? (matter)
What's the matter?

7 Write a paragraph of seven (7) sentences about one of the following:

- a sport you like
- what a player should do to be a good sport

Students' own answers

Module 3

Practice Test 3b

A Language Functions

1 Finish the following dialogue:

Fawzi is talking about sport with his friend Munir.

Fawzi: How do you become good at basketball, Munir?

Munir: You have to be tall and fast. **1** What's the matter ....?

Fawzi: I'm not tall or fast. **2** The trouble is that I'm not good at any sports.

Munir: I'm sure that you are good at some sports. What about chess? I'm playing a game of chess this evening. Would you like to play?

Fawzi: **3** I'm sorry, but I'm visiting my grandparents ....

Munir: OK, we can play another evening when you're not visiting your grandparents. **4** ....?

Fawzi: Tomorrow evening is perfect. See you then!

2 Write what you would say in each of the following situations:

1 A friend asks you to go to the beach this Saturday. You would like to go.
I'd love to! ....

2 A friend asks you why you look worried. It's because you have a problem using the printer.
I'm afraid that I have a problem using the printer. ....

3 You want a friend to go with you to the museum this Thursday.
Would you like to go to the museum this Thursday? ....

B Reading Comprehension

3 Read the following, then answer the questions:

There are about 285 million people in the world who are blind or find it difficult to see. However, not many of these people can read Braille. The problem is that Braille books are not cheap. The *cost* of making a Braille book is four or five times more than any other book.

Technology can help blind people. Some of them can listen to news and information on smartphones. There are also "talking books" which blind people can listen to. However, some blind people prefer to read. Now, you can also buy Braille ebooks. At the moment, these are difficult to make and expensive to buy. However, scientists are now working on Braille ebooks that might be cheaper than Braille books in the future. These ebooks might be the best way to help blind people. That would be good news for millions of people.

1 How many people have problems with seeing?
285 million people ....

2 Why do you think that Braille books are not cheap to make?
They have dots, not words, so perhaps they are difficult to make. ....

3 What does the underlined word that refer to?
cheaper Braille ebooks ....

4 The *cost* of something is how ....

- **a** much money you need to buy it (circled)
- **b** long it takes to make
- **c** many people use it
- **d** you make something

5 If they become cheaper, more blind people will probably use .... in the future.

- **a** Braille books
- **b** Braille ebooks (circled)
- **c** smartphones
- **d** books

C The Reader

4 a. Match column A with column B:

A	B
1 Joe Green	a were Black Beauty's new owners.
2 John Manly	b stayed with Black Beauty until he became better.
3 Squire Gordon and Mrs Gordon	c hit the horses near the factory.
4 Earl and Lady Smythe	d stopped singing after Black Beauty became ill.
	e had to leave England.

(Answers: 1 – d, 2 – b, 3 – e, 4 – a)

b. Answer the following questions:

1 Why did Joe Green have to brush Merrylegs but not the other horses?
He was too small to brush the bigger horses.

2 Why was Black Beauty not able to rest when John rode him to get a doctor in the night? *The doctor did not have a horse so he had to ride Black Beauty back again.*

3 Was John right to be angry with Joe Green after Black Beauty became ill? Why? / Why not?
Suggested: No. Joe tried to help Black Beauty but he did not know what to do.

4 What happened to the man who hit the horses near the factory?
He went to prison for two or three months.

5 Why do you think John said that Joe Green "looked taller"?
Joe learned from his mistakes. John was pleased with him and Joe felt happier.

D Usage and Writing

5 Choose the correct answer from a, b, c or d:

1 The museum, ... is near our school, is always busy in the afternoon.
a whose **b** who **(c)** which **d** where

2 .... television for a long time is not good for you.
a Watch **b** To watch **c** Watches **(d)** Watching

3 He .... wash his hands before he eats.
a mustn't **b** must **c** have to **c** hasn't

4 You become .... when you are eighteen years old.
(a) an adult **b** a soldier **c** an opponent **d** honest

5 The tourist did not speak Arabic, but we .... in English.
a handed out **b** set up **(c)** communicated **d** made up

6 You need strong .... to be good at most sports.
a physical **(b)** muscles **c** feelings **d** memory

6 Rewrite the following sentences using the word(s) in brackets to give the same meaning:

1 It's sunny today, but it's not very hot. (However) *It's sunny today. However, it's not very hot.*

2 I went to visit my cousin last week. She lives in Luxor. (who) *I went to visit my cousin, who lives in Luxor, last week.*

3 It isn't healthy to lie in bed for a long time. (lying) *Lying in bed for a long time isn't healthy.*

7 Write an email of seven (7) sentences about one of the following:

- inviting your friend to your birthday party.
- telling your friend what you have to and don't have to do every day at school.

Students' own answers

Reader: *Black Beauty*

by Anna Sewell

CHAPTER 1 — SB pages 54–58 and 69–70

Before using the book:

1 Write the title of the story Black Beauty on the board. Put the students into small groups and ask them to think about what the story might be about and what kind of story it will be, e.g. happy, funny, an adventure story, a detective story, etc.

2 Invite the groups to share their ideas, and write them on the board. Then have a short class discussion about the students' favourite kinds of stories.

Before you read

1 Ask students to look at page 54 and to read the question. Students look at the picture. Explain that the labels on the pictures in the story help them to know the names of the important characters. They can also refer to page 53 if they need more help.

2 Give students time to discuss their answers in pairs or small groups.

3 Discuss their answers as a class. Are their ideas different to what they discussed about the title? Put their ideas on the board.

4 Tell students that they are now going to read the chapter to see if their ideas were correct.

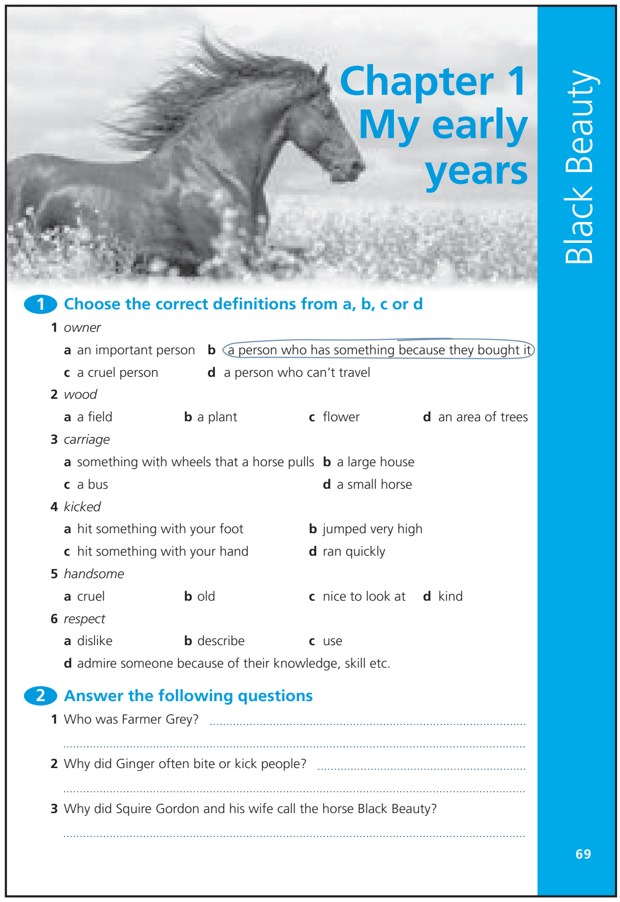
Reading Chapter 1

1 You can ask students to Chapter 1 individually, or you can read it together as a class. Point out that the words in bold are explained in the glossary on page 75.

2 Ask students to discuss their answers about the title of Black Beauty and also the Before you read question. Were their answers correct?

3 When they have finished reading the chapter, ask them to turn to the activities on page 69.

SB Page 69–70



Chapter 1
My early years

Black Beauty

1 Choose the correct definitions from a, b, c or d

1 *owner*
a an important person **b** a person who has something because they bought it
c a cruel person **d** a person who can't travel

2 *wood*
a a field **b** a plant **c** flower **d** an area of trees

3 *carriage*
a something with wheels that a horse pulls **b** a large house
c a bus **d** a small horse

4 *kicked*
a hit something with your foot **b** jumped very high
c hit something with your hand **d** ran quickly

5 *handsome*
a cruel **b** old **c** nice to look at **d** kind

6 *respect*
a dislike **b** describe **c** use
d admire someone because of their knowledge, skill etc.

2 Answer the following questions

1 Who was Farmer Grey? ……………………

2 Why did Ginger often bite or kick people? ……………………

3 Why did Squire Gordon and his wife call the horse Black Beauty?

……………………

69

1 Choose the correct definitions from a, b, c or d

1 Ask the students to read the words in exercise 1 and try to find them in the story text. Ask them to read the sentence that each work is in and to try to guess the meaning from the context.

2 Put the students in pairs and ask them to look at each word and to choose the definition that they think fits the meaning best.

3 Ask them to check their answers using a dictionary and then check the answers as a class.

Answers:

2 d　　3 a　　4 a　　5 c　　6 d

2 Answer the following questions

1 Read out the first question and elicit different answers from around the class. Make sure that the students answer in complete sentences.

2 The students complete the exercise individually and then compare their answers in pairs. Go round and check. Alternatively you could ask students to complete this task for homework.

3 When they have finished, invite volunteers to read out their sentences to the class. Do they all agree? Encourage class discussion.

Answers:

1 Farmer Grey was Black Beauty's first owner.
2 Ginger often bit and kicked people because people were not kind to her in the past.
3 Squire Gordon and his wife called the horse Black Beauty because he was very handsome.

Black Beauty

3 Are these sentences true (*T*) or false (*F*)?

1 [F] At first Black Beauty didn't live with other horses.
2 [ ] Black Beauty's first owner was good to the horses.
3 [ ] Black Beauty had one white foot.
4 [ ] Black Beauty's mother said that all men understand horses.
5 [ ] Merrylegs usually carried young women because he was very big.
6 [ ] Ginger did not like people because they were not kind to her.
7 [ ] Squire Gordon did not like the way a man was hitting his horse.
8 [ ] Ginger learnt that not all people were unkind.

4 Match the items in column A with those in column B

A	B
1 Farmer Grey gave	a Black Beauty at Birtwick Park.
2 Black Beauty's mother told him	b a thoughtful horse.
3 John Manly looked after	c healthy food to his horses.
4 Squire Gordon's children used to bring	d the boys on the ground.
5 Ginger was	e because he didn't want to hurt them.
6 Merrylegs threw	f a very good place to live.
7 Merrylegs didn't kick the children	g apples to Merrylegs.
8 Birtwick Park was	h to be gentle and good.

5 Read the quotation and answer the question



"No horse will do what you want by hurting it! The people who work for me must understand that a horse is not a machine!"

In what ways are working animals better or worse than machines?

6 Answer the following questions

1 Why do you think that horses were so important in the nineteenth century when *Black Beauty* was written?

2 Why do you think that people were not nice to Ginger in the past?

3 What do you think people should do with horses that bite or kick?

70

3 Are these sentences true *(T)* or false *(F)*?

1 Choose students to read all the sentences aloud without saying if they are true or false.

2 Choose a student to read the example again. Ask, how do you know that it is false? Find the part in the story that tells you this. Elicit that the answer is in the second paragraph on page 54.

3 Ask students to quickly read through the chapter again, pointing out where they can find the answers to each question.

4 Check answers with the whole class. Ask the students to correct the false sentences.

5 As further practice, you could ask students to make their own sentences about the chapter. They can read the sentences to their partners, who say if it is true or false. They can correct the false sentences.

Answers:

2 T	3 T	4 F	5 F	6 T
7 T	8 T			

4 Match column A with those in column B

1 Ask the students to read the chapter again carefully. Then invite volunteers to summarise the main events of the story.

2 Ask the students to work in pairs to decide which the correct option is in each sentence. Then ask them to read the texts again to check their answers.

3 As further practice, you could ask students to make a different sentence about each character/ place 1–8.

Answers:

2 h	3 a	4 g	5 b	6 d
7 e	8 f			

5 Read the quotation and answer the question

1 Choose a student to read the quotation aloud.

2 Ask the students to find the quotation within the story text and to identify who is speaking and why he says this. (Squire Gordon says this when he sees a man who works for him hitting his horse.) Ask How do you think Squire Gordon is feeling? (angry)

3 Read the question with the class and ask the students to work in pairs to discuss it. Monitor as they are working and help where necessary.

4 Check the answers with the whole class. Choose

students to give you an answer and ask others if they agree.

5 Encourage students to add further to the answers. They can talk about how people should treat wild or domesticated animals. Remind students that all animals should be treated with respect.

> ***Sug stedn swers:***
>
> Working animals are not as good as machines because they need a lot of care and they have to rest. You have to feed animals and make sure that they have somewhere clean to live. Machines are more powerful and faster than animals.
>
> Working animals can be better than machines if you need to do something slowly and carefully. They are also better for the environment.

6 Answer the following questions

1 Read out the first question and elicit different answers from around the class. Make sure that the students answer in complete sentences.

2 The students complete the exercise individually and then compare their answers in pairs. Go round and check. Alternatively you could ask students to complete this task for homework.

3 When they have finished, invite volunteers to read out their sentences to the class. Do they all agree? Encourage class discussion.

> ***Sug stedn swers:***
>
> 1 Horses were very important in the nineteenth century because there were no modern machines like cars and trains. People used horses on farms and to travel.
>
> 2 People were not kind to Ginger in the past. Perhaps this was because they did not understand how to look after horses.
>
> 3 Suggested answer: They should try to find out what is bothering the horse and try to solve the problem.

After you read

1 Ask students if they enjoyed reading Chapter 1. Which part did they find most interesting or exciting?

2 If you have time, you could ask students to act out part of the chapter.

CHAPTER 2 SB pages 59–63 and 71–72

Before using the book:

1 Ask students to tell you what happened in the first chapter.

2 Ask the students to predict what will happen in the next chapter of the book. Ask How will Black Beauty's life be different now that he is a little older?

Before you read

1 Ask students to look at page 59 and to read the question.

2 Give students time to discuss their answers in pairs or small groups.

3 Discuss their answers as a class. Put their ideas on the board.

4 Tell students that they are now going to read the chapter to see if their ideas were correct.

Reading Chapter 2

1 You can ask students to Chapter 2 individually, or you can read it together as a class. You could also give students different parts to read: Black Beauty, John, Squire Gordon, the man on the bridge, Squire Gordon's friend. (As Black Beauty has the main part, students could read one page each of his lines.)

2 When they have finished reading the chapter, ask them to check their answers to the Before you read question. Were their ideas correct?

> ***Answers:***
>
> There might be a fire.

3 Now ask them to turn to the activities on page 71.

📖 **SB Page 71–72**



Chapter 2 Difficult journeys

Black Beauty

1 Match the words with the definitions

1 [c]	flooded	a	took someone to a place
2 [ ]	crash	b	fell down suddenly
3 [ ]	shout	c	covered in water
4 [ ]	led	d	a small hotel
5 [ ]	collapsed	e	speak very loudly
6 [ ]	inn	f	amazing
7 [ ]	fed	g	a loud noise when something breaks
8 [ ]	incredible	h	given food

2 Put the events in the correct order

a [ ] On the way home, a big tree suddenly fell down across the road.
b [ ] John asked, "What's the matter, Beauty?"
c [1] Black Beauty took Squire Gordon and John on a long journey.
d [ ] Black Beauty stopped on the bridge.
e [ ] They got home safely to Birtwick Park.
f [ ] They drove back along a different road until they reached the bridge.
g [ ] During the journey, there was a lot of rain and wind.
h [ ] A man shouted from the other side of the bridge.

3 Answer the following questions

1 Why did Black Beauty stop on the bridge?

....

2 Why did Squire Gordon try to make Black Beauty cross the bridge?

....

3 How did Squire Gordon feel when he found out that the bridge was broken?

....

71

1 Match the words with the definitions

1 Ask the students to find the words in the first column within the story text. Read out the example definition and check that the students agree that c is the correct definition. Read the sentence in the story where the word appears to check that the meaning works in the context.

2 Ask the students to complete the exercise individually before checking their answers with a partner.

3 Check answers in class.

4 As further practice, you could ask students to make new sentences containing each of the words 1–7.

> ***Answers:***
>
> 2 g 3 e 4 a 5 b 6 d 7 h 8 f

2 Put the events in the correct order

1 Ask the students to read the chapter again.

2 Ask volunteers to summarise the events in chapter 2.

3 Then ask the students to read the events and discuss their order in small groups, without referring back to the text. Then ask them to share their ideas with the rest of the class.

4 The students then read the text again carefully and order the information. Check answers with the whole class.

> ***Answers:***
>
> 2 g 3 a 4 f 5 d 6 b
> 7 h 8 e

3 Answer the following questions

1 Read out the first question and elicit different answers from around the class. Make sure that the students answer in complete sentences.

2 The students complete the exercise individually and then compare their answers in pairs. Go round and check. Alternatively, you could set this task for homework.

3 When they have finished, invite volunteers to read out their sentences to the class.

> ***Answers:***
>
> 1 Black Beauty stopped on the bridge because he knew that the bridge was not safe.
> 2 Squire Gordon tried to make Black Beauty cross the bridge because he did not know that it was dangerous.
> 3 When Squire Gordon found out that the bridge was broken, he was very pleased with Black Beauty.

Black Beauty

4 Choose the correct answer from a, b, c or d

1 Squire Gordon and his wife decided .... about sixty kilometres away.
- a to go to work
- b to visit some friends
- c to go for a walk
- d to move house

2 At the inn, Ginger and Black Beauty were ....
- a fed and brushed
- b given water
- c washed
- d taken into the town

3 In the middle of the night, Black Beauty woke up and saw that ....
- a Ginger was anxious
- b Squire Gordon was in the stable
- c the air was filled with smoke
- d a man was smoking a cigarette

4 Black Beauty .... because John spoke so softly to him.
- a knew that the building was on fire
- b jumped very high
- c ran into the inn
- d stopped feeling frightened

5 Ginger told Black Beauty that ....
- a John had a lantern
- b she was frightened
- c he had saved her
- d the building collapsed

6 Squire Gordon's friends respected John because ....
- a it is very hard to move horses when there is a fire
- b Black Beauty was safe
- c the firefighters put out the fire
- d he talked to them

5 Read the quotation and answer the question

"Come on, my beautiful horses, wake up please. It's time to go."

Why was this the correct way to talk to Black Beauty during the fire?

....

6 Write a paragraph about a time when you were frightened. How did you feel? What helped you?

....

72

4 Choose the correct answer from a, b, c or d

1 Ask the students to read the sentences and options.

2 Put them in pairs to complete the task, or students can complete the task individually and compare answers in pairs.

3 Check the answers as a class.

Answers:				
2 c	3 d	4 c	5 a	6 a

5 Read the quotation and answer the question

1 Choose a student to read the quotation aloud.

2 Ask the students to find the quotation within the story text and to identify who is speaking and why he says this. (John Manly says this to the horses when he wants them to leave the building during the fire.) Ask How do you think the horses are feeling? (scared and confused)

3 Read the question with the class and ask the students to work in pairs to discuss it. Monitor as they are working and help where necessary.

4 Check the answers with the whole class. Choose students to give you an answer and ask others if they agree. Encourage students to add further to the answers.

Sug stedın swers:

It was the correct way to talk to the horses. In the fire, they were frightened and did not understand what they needed to do. John spoke to them very kindly and gently so they did not panic.

6 Write a paragraph about a time when you were frightened. How did you feel? What helped you?

1 Read out the first question and elicit different answers from around the class.

2 The students complete the exercise individually and then compare their answers in pairs. Go round and check. Alternatively, you could set this task for homework.

3 When they have finished, invite volunteers to read out their paragraphs to the class.

After you read

1 Ask students if they enjoyed reading Chapter 2. Which part did they find most interesting or exciting?

2 If you have time, you could ask students to act out the scene in the stables with the fire. They can act out the young rider starting the fire, the man with the lantern trying to take the horses outside, John leading the horses outside, and perhaps the fire fighters putting out the fire.

CHAPTER 3 SB pages 64–68 and 73–74

Before using the book:

1 Ask students to tell you what happened in the last chapter.

2 Turn to page 64.

3 Ask the students to look at the name of the chapter. Ask Who do you think Joe Green is? They can look at the picture to help them. Put their ideas on the board.

Before you read

1 Ask students to look at page 64 and to read the question.

2 Give students time to discuss their answers in pairs or small groups.

3 Discuss their answers as a class. Put their ideas on the board.

Answers:

She kicked or bit them.

4 Ask students to look at the picture showing Merrylegs, Ginger and Black Beauty. Do Merrylegs and Black Beauty act in the same way as Ginger when people are unkind to them? (Merrylegs threw the boys off his back, but Black Beauty is very patient.)

5 Now ask the students to read chapter 3 and to find out if people are unkind to any of the other horses.

Reading Chapter 3

1 You can ask students to Chapter 3 individually, or you can read it together as a class. You could also give students different parts to read, either as a class or in groups: Black Beauty, John, Squire Gordon, the doctor, Joe Green, the driver, the manager. (As Black Beauty has the main part, students could read one page each of his lines.)

2 When they have finished reading, ask them if people were unkind to any of the horses in the story.

Answers:

Joe Green was unkind to Black Beauty when he was ill, although he this was an accident. Joe then meets a man who is unkind to his horses near a factory. Joe tells his manager and the police put the man in prison.

3 Now ask them to turn to Exercise 1 on page 73.

SB Page 73–74



Chapter 3 Joe Green's lesson

Black Beauty

1 Match the words with the definitions

1 [b] Earl — a felt pain
2 [ ] wet — b an important man in Britain
3 [ ] ached — c a round thing which moves along the ground under a car or a bicycle
4 [ ] wheel — d a place where there is a group of houses
5 [ ] village — e covered in water

2 Are these sentences true (*T*) or false (*F*)?

1 [T] John's new helper was a boy called Joe Green.
2 [ ] Joe was sixteen years old.
3 [ ] Joe learned to sweep the floor and wash the carriages.
4 [ ] John rode Black Beauty to Dr White when Squire Gordon was ill.
5 [ ] Dr White rode Black Beauty back to Birtwick Park.
6 [ ] John Manly was a better rider than the doctor.
7 [ ] Joe gave Black Beauty a blanket and warm water.
8 [ ] Joe was very unhappy and John was angry with him.

3 Put the events in the correct order

a [ ] The driver was hitting the horses with a whip because they could not pull the carriage in the mud.
b [ ] Joe asked the driver to stop hitting the horses.
c [ ] The driver of the carriage went to prison for two or three months.
d [ ] They passed a carriage of heavy metal bars on the road.
e [ ] The driver did not stop so Joe rode to the factory and spoke to the manager.
f [1] Joe took Black Beauty out to take a message to a neighbour.
g [ ] John told Joe that he had done the right thing.

73

1 Match the words with the definitions

1 Ask the students to find the words in the first column within the story text. Read out the example definition and check that the students agree that b is the correct definition. Read the sentence in the story where the word appears to check that the meaning works in the context.

2 Ask the students to complete the exercise individually before checking their answers with a partner.

3 Check answers in class.

4 As further practice, you could ask students to make new sentences using each of the words 1–5.

Answers:

2 e 3 a 4 c 5 d

2 Are these sentences true (*T*) or false (*F*)?

1 Choose students to read all the sentences aloud without saying if they are true or false.

2 Choose a student to read the example again. Ask, how do you know that it is false? Find the part in the story that tells you this. Elicit that the answer is in the first paragraph on page 64.

3 Ask students to quickly read through the chapter again, pointing out where they can find the answers to each question.

4 Check answers with the whole class. Ask the students to correct the false sentences.

5 As further practice, you could ask students to make further sentences about the chapter. Students read the sentences to their partners who say if they are true or false. They correct the false sentences.

Answers:

2 F	3 T	4 F	5 T	6 T
7 F	8 T			

3 Put the events in the correct order

1 Ask the students to read the chapter again.

2 Ask volunteers to summarise the events in chapter 3.

3 Then ask the students to read the events and discuss their order in small groups, without referring back to the text. Then ask them to share their ideas with the rest of the class.

4 The students then read the text again carefully and order the information. Check answers with the whole class.

Answers:

2 d	3 a	4 b	5 e	6 g
7 c				

Black Beauty

4 Answer the questions

1 Why did John ride Black Beauty as fast as he could to the town?

2 What happened to Black Beauty when he got back home?

3 What did Joe do wrong?

4 When did Joe become happy again?

5 Why did Squire Gordon sell his horses?

6 Who is York?



5 Read the quotation and answer the questions

"I was the same age when I started here. I had no family, but you looked after me as well as any parent."

1 Why was John happy to have a helper who was fourteen years old?

2 Do you think that fourteen is too young to learn to do a job? Why? / Why not?

6 At the end of Chapter 3, Ginger and Black Beauty are moving to Earlshall Park. What do you think life will be like for the horses there? Write a paragraph about what you think will happen next in the story

74

1 Answer the questions

1 Read out the first question and elicit different answers from around the class. Make sure that the students answer in complete sentences.

2 The students complete the exercise individually and then compare their answers in pairs. Go round and check.

3 Invite volunteers to read out their sentences to the class.

Sug stedn swers:

1 John rode Black Beauty as fast as he could because he wanted to ask the doctor to come quickly to see Mrs Gordon.

2 When he got home Joe tried to look after him, but he did not know what to do.

3 Joe gave Black Beauty cold water and then he left him. He did not give him a blanket. Horses that have run a long way need a blanket and warm water. Someone should also stay and watch them.

4 I think that John was not right to be angry with Joe because Joe did not know what he was did was wrong.

Sug stedn swers:

5 suggested answer: I think that Ginger and Black Beauty were the last horses to leave Squire Gordon's because they were the horses that Squire Gordon and Mrs Gordon liked best and used most often.

6 York is the helper of Earl Smythe, the new owner of Ginger and Black Beauty.

5 Read the quotation and answer the questions

1 Choose a student to read the quotation aloud.

2 Ask the students to find the quotation within the story text and to identify who is speaking. (John Manly says this to Squire Gordon.)

3 Read the question with the class and ask the students to work in pairs to discuss it. Monitor as they are working and help where necessary.

4 Check the answers with the whole class. Choose students to give you an answer and ask others if they agree.

5 Encourage students to add further to the answers. You could have a class discussion about why young children should not work.

Sug stedn swers:

1 John was happy to have a helper who was fourteen years old because John can help the boy to learn new skills and have a good job.

2 Students' own answers

6 At the end of Chapter 3, Ginger and Black Beauty are moving to Earlshall Park. What do you think life will be like for the horses there? Write a paragraph about what you think will happen next in the story.

1 The students complete the exercise individually and then compare their answers in pairs. Go round and check. Alternatively, you could set this task for homework.

2 When they have finished, invite volunteers to read out their paragraphs to the class.

After you read

1 Ask students if they enjoyed reading Chapter 3. Which part did they find most interesting or exciting?

2 Explain that students have now completed the first half of the story. Ask them to say what they think will happen in the second half.

3 If you have time, you could ask students to act out part of the chapter. You could choose the scene where Joe meets the man with the carriage full of heavy metal bars. Students can work in groups of four (Joe, the man, the manager and John).

UNIT **10**

Travelling for work

SB pages 2–6 WB pages 2–4

Objectives

Grammar
Future forms: the present simple and present continuous

Reading
Reading a blog about a train journey

Listening
Listening to someone buying a train ticket

Speaking
Buying / Booking a train ticket

Writing
Writing a description of a journey

LESSON 1 SB page 2

Outcomes

- To talk about travelling on a sleeper train
- To read about a train journey and answer questions

Before using the book:

- Brainstorm a list of ways of travelling.
- Ask the students whether they like travelling by train and what was the longest train journey they have taken.

SB Page 2



UNIT 10 Travelling for work

Lesson 1

1 Ask and answer
What do you think it would be like to sleep on a sleeper train?

OBJECTIVES
- Grammar Future forms: the present simple and present continuous
- Reading Reading a blog about a train journey
- Listening Listening to someone buying a train ticket
- Speaking Buying / Booking a train ticket
- Writing Writing a description of a journey

2 Read Tarek's email. Does he have the same opinions as you in exercise 1?

3 Which of the words in red mean the following?
1 the place you are travelling to *destination*
2 mountains, rivers or other natural things that you can see ....
3 part of a train ....
4 an event when people meet to discuss something ....
5 arranging for something you want later ....
6 tickets for a journey to a place and back again ....
7 for less money ....

4 Read again and number the sentences in the correct order
a ☐ The train stops in Luxor.
b ☐ They're eating in the restaurant carriage.
c ☐ The assistant puts down the beds.
d ☐ They arrive in Aswan.
e 1 Tarek's father booked his tickets.

Ali
My train journey

Hi Ali,
At the moment, I'm at Cairo station with my father. We're taking the sleeper train to Aswan tonight. He has a **meeting** there tomorrow and he has asked me to go with him. The train leaves at seven o'clock. There are a lot of other people who are waiting too, so the train is going to be busy.
Travelling by train is a great way to see the **scenery** of a country. I've been on this journey before. The beds are very comfortable. I know that we're going to arrive at our **destination** after a good night's sleep.
Booking tickets is easy: you can book online or buy tickets at a station. My father bought us **return tickets** from Cairo to Aswan. We usually go in **first class** because it is more comfortable than **economy (second) class**. The journey takes about 13 hours.
We're eating in the restaurant **carriage** this evening. After dinner, the assistant on the train puts down the beds in the sleeping car. It's fun going to sleep and knowing that we're going to wake up in a different place the next day!
The train stops at Luxor early tomorrow morning on its way to Aswan.
I think it will be hot in Aswan. I'll call you when I arrive at the hotel.
Best wishes,
Tarek

2

1 Ask and answer

1 Draw attention to the Objectives box on page 2, which refers to the objectives of the unit, and explain in Arabic if necessary.

2 Now ask the students to look at the pictures in exercise 1 and say what they can see (a train: a dining car and a sleeping compartment). Then ask them to read the question.

3 Put the students in pairs to discuss the question. Do not confirm whether they are correct at this point.

4 Then hold a short class discussion about sleeper trains. Ask whether anyone has travelled on a sleeper train and, if so, ask them to describe their experiences.

2 Read Tarek's email. Does he have the same opinions as you in exercise 1?

1 Ask the students to read Tarek's email quickly. Tell them not to worry about any words they don't know at this point. Ask them what it was about.

2 Students then check whether Tarek has the same opinions as they did.

Answers:

Students' own answers

3 Which of the words in red in the text mean the following?

1 Ask the students to look at the definitions and the words in red in Tarek's email.
2 Ask them to match the words and definitions. Remind them to read the text around each word carefully to help.
3 When they have finished, ask them to check their answers with a partner before checking them orally as a whole class.
4 Ask the students to read the text again and underline any words they don't know. Tell them to try to guess their meaning, using the context to help them. Then check the meanings of the words as a whole class.

Answers:

2 scenery	3 carriage	4 meeting
5 Booking	6 return	7 economy

4 Read again and number the sentences in the correct order

1 Ask the students to read the sentences and put them in the correct order. Encourage them to try to do this from memory but if necessary they should read and refer back to the text.
2 Students check their answers with a partner. Then go through the answers with the whole class.
3 Ask the students whether they would like to go on a sleeper train and why/why not.

Answers:

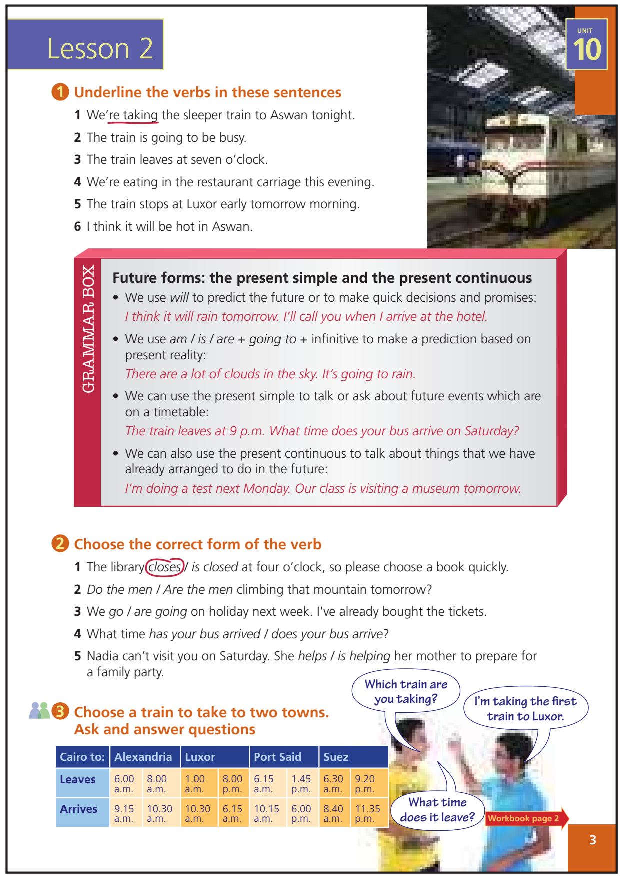
2 b 3 c 4 a 5 d

LESSON 2 SB page 3 WB page 2

Outcomes

- To use the present simple and present continuous for future forms
- To talk about timetables and taking trains

SB Page 3


Lesson 2

UNIT 10

1 Underline the verbs in these sentences

1 We're taking the sleeper train to Aswan tonight.
2 The train is going to be busy.
3 The train leaves at seven o'clock.
4 We're eating in the restaurant carriage this evening.
5 The train stops at Luxor early tomorrow morning.
6 I think it will be hot in Aswan.

GRAMMAR BOX

Future forms: the present simple and the present continuous

- We use *will* to predict the future or to make quick decisions and promises: *I think it will rain tomorrow. I'll call you when I arrive at the hotel.*
- We use *am / is / are + going to* + infinitive to make a prediction based on present reality: *There are a lot of clouds in the sky. It's going to rain.*
- We can use the present simple to talk or ask about future events which are on a timetable: *The train leaves at 9 p.m. What time does your bus arrive on Saturday?*
- We can also use the present continuous to talk about things that we have already arranged to do in the future: *I'm doing a test next Monday. Our class is visiting a museum tomorrow.*

2 Choose the correct form of the verb

1 The library closes / *is closed* at four o'clock, so please choose a book quickly.
2 *Do the men / Are the men* climbing that mountain tomorrow?
3 We *go / are going* on holiday next week. I've already bought the tickets.
4 What time *has your bus arrived / does your bus arrive*?
5 Nadia can't visit you on Saturday. She *helps / is helping* her mother to prepare for a family party.

3 Choose a train to take to two towns. Ask and answer questions

Cairo to:	Alexandria		Luxor		Port Said		Suez	
Leaves	6.00 a.m.	8.00 a.m.	1.00 a.m.	8.00 p.m.	6.15 a.m.	1.45 p.m.	6.30 a.m.	9.20 p.m.
Arrives	9.15 a.m.	10.30 a.m.	10.30 a.m.	6.15 a.m.	10.15 a.m.	6.00 p.m.	8.40 a.m.	11.35 p.m.

Workbook page 2
3

1 Underline the verbs in these sentences

1 Write the example sentence on the board and elicit the verbs. Underline them. Ask *Is this about the past? The present? The future?* (It is about the future.)
2 Ask the students to look at the picture and read the sentences.
3 The students copy the sentences into their notebooks and complete the exercise in pairs. Monitor as they are working, helping if necessary. Then invite different students to say which words they underlined.
4 Now ask them to look at the Grammar box and read the rules for the present simple and present continuous. Then ask them to identify which of the sentences use the future forms explained in the box (present simple: 3 and 5; present continuous: 1 and 4; *going to*: 2; *will*: 6).
5 As a class, write a sentence together using each of the future forms. Elicit the rule in each case.

Answers:

2 The train is going to be busy.
3 The train leaves at seven o'clock.
4 We're eating in the restaurant carriage this evening.
5 The train stops at Luxor early tomorrow morning.
6 I think it will be hot in Aswan.

2 Choose the correct form of the verb

1 Ask the students to read the sentences and choose the correct form of the verb in each case.

2 Students complete the exercise in pairs. Then invite different students to read out the sentences with the correct option.

Answers:

2 Are the men	3 are going
4 does the bus arrive	5 is helping

3 Choose a train to take to two towns. Ask and answer questions

1 Ask two students to read out the speech bubbles.

2 Then ask the class to look at the timetable and practise saying the times. Point to the different times randomly and elicit the time. You could point out that when times from a timetable are spoken aloud, the numbers are usually said in the way they appear, for example, 6.15 = six fifteen, 11.35 = eleven thirty-five.

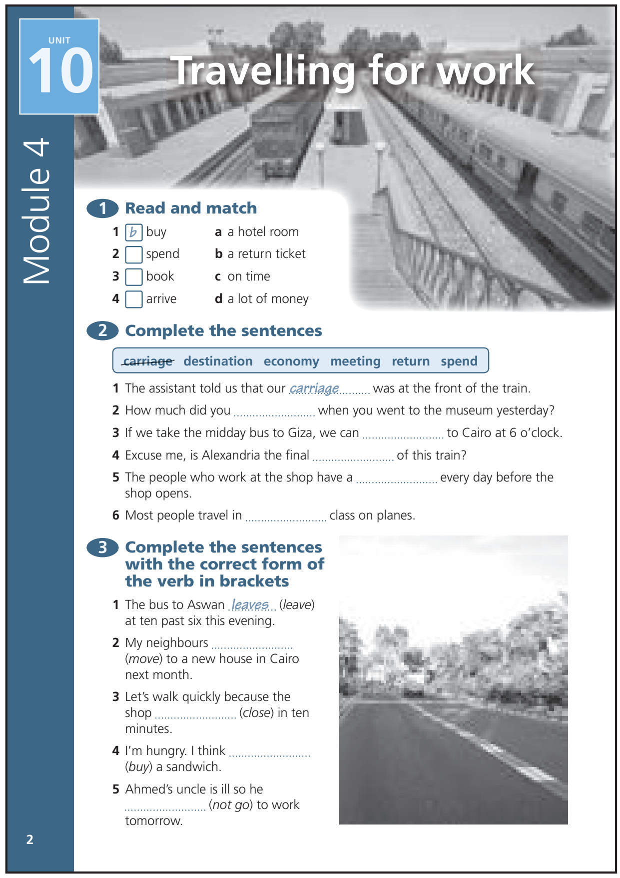
3 Students work in pairs to ask and answer as in the example in speech bubbles. Remind them to add the time, too.

4 Invite different pairs of students to ask and answer for the class to listen to.

Answers:

Students' own answers

WB Page 2



UNIT 10
Travelling for work
Module 4

1 Read and match

1 [b] buy — a a hotel room
2 [ ] spend — b a return ticket
3 [ ] book — c on time
4 [ ] arrive — d a lot of money

2 Complete the sentences

~~carriage~~ destination economy meeting return spend

1 The assistant told us that our *carriage* was at the front of the train.
2 How much did you .... when you went to the museum yesterday?
3 If we take the midday bus to Giza, we can .... to Cairo at 6 o'clock.
4 Excuse me, is Alexandria the final .... of this train?
5 The people who work at the shop have a .... every day before the shop opens.
6 Most people travel in .... class on planes.

3 Complete the sentences with the correct form of the verb in brackets

1 The bus to Aswan *leaves* (*leave*) at ten past six this evening.
2 My neighbours .... (*move*) to a new house in Cairo next month.
3 Let's walk quickly because the shop .... (*close*) in ten minutes.
4 I'm hungry. I think .... (*buy*) a sandwich.
5 Ahmed's uncle is ill so he .... (*not go*) to work tomorrow.

2

1 Read and match

1 Ask the students to look at the example and explain that they have to match the halves of the phrases.

2 Ask them to complete the exercise in pairs and then check the answers as a whole class.

Answers:

2 d 3 a 4 c

2 Complete the sentences

1 Elicit any words students remember connected with train travel.

2 Ask the students to look at the words in the box and elicit their meanings. Students then read and complete the sentences with the words.

3 Students check their answers in pairs. Then invite different students to read out the completed sentences.

Answers:

2 spend	3 return	4 destination
5 meeting	6 economy	

3 Complete the sentences with the correct form of the verb in brackets

1. Write the example on the board and elicit the correct form of the verb. Ask students to explain their answers.
2. Students complete the exercise and then check their answers in pairs. Then invite different students to read out the completed sentences.

Answers:

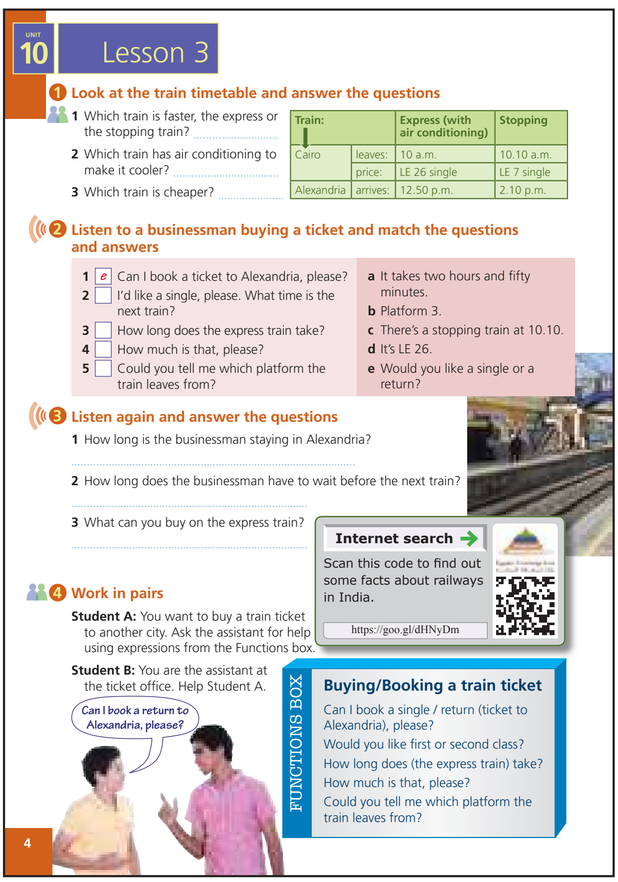
2 are moving 3 closes 4 I'll buy
5 is not going

LESSON 3 SB page 4

Outcomes

- To ask and answer questions about using trains
- To listen to a conversation about travelling by train
- To carry out an internet search about railways in India

SB Page 4



UNIT 10 Lesson 3

1 Look at the train timetable and answer the questions

1 Which train is faster, the express or the stopping train? ....
2 Which train has air conditioning to make it cooler? ....
3 Which train is cheaper? ....

Train:		Express (with air conditioning)	Stopping
Cairo	leaves:	10 a.m.	10.10 a.m.
	price:	LE 26 single	LE 7 single
Alexandria	arrives:	12.50 p.m.	2.10 p.m.

2 Listen to a businessman buying a ticket and match the questions and answers

1 [e] Can I book a ticket to Alexandria, please?
2 [ ] I'd like a single, please. What time is the next train?
3 [ ] How long does the express train take?
4 [ ] How much is that, please?
5 [ ] Could you tell me which platform the train leaves from?

a It takes two hours and fifty minutes.
b Platform 3.
c There's a stopping train at 10.10.
d It's LE 26.
e Would you like a single or a return?

3 Listen again and answer the questions

1 How long is the businessman staying in Alexandria? ....
2 How long does the businessman have to wait before the next train? ....
3 What can you buy on the express train? ....

Internet search
Scan this code to find out some facts about railways in India.
https://goo.gl/dHNyDm

4 Work in pairs

Student A: You want to buy a train ticket to another city. Ask the assistant for help using expressions from the Functions box.

Student B: You are the assistant at the ticket office. Help Student A.

Can I book a return to Alexandria, please?

FUNCTIONS BOX

Buying/Booking a train ticket
Can I book a single / return (ticket to Alexandria), please?
Would you like first or second class?
How long does (the express train) take?
How much is that, please?
Could you tell me which platform the train leaves from?

4

1 Look at the train timetable and answer the questions

1. Ask the students to look at the timetable.
2. Ask the students to discuss the questions in pairs. Then check the answers as a class.
3. Ask how often the students travel by train, where they go and what they like or dislike about travelling by train.

Answers:

1 the express train 2 the express train
3 the stopping train

2 Listen to a businessman buying a ticket and match the questions and answers

1. Ask the students to read the questions and answers and predict the correct matching sentences.
2. Play the recording. The students listen and match.
3. Students check their answers with a partner. Then check with the whole class.

Tapescript

Businessman:	*Can I book a ticket to Alexandria, please?*
Assistant:	*Certainly. Would you like a single or a return?*
Businessman:	*I'd like a single, please. I'm spending a week there. What time is the next train?*
Assistant:	*There's a stopping train at ten past ten. But the express train leaves at 10 a.m.; that's in fifteen minutes' time.*
Businessman:	*Is the express train much faster?*
Assistant:	*Oh yes, it is. The stopping train stops at lots of stations along the way, and the journey takes about four hours.*
Businessman:	*How long does the express train take?*
Assistant:	*It arrives at 12.50 p.m., so the journey takes two hours and fifty minutes.*
Businessman:	*Has the express train got air conditioning?*
Assistant:	*Yes, it has. You can also buy food and drinks on the train.*
Businessman:	*I think I'll book the express, then. How much is that, please?*

Assistant:	*Have you got a rail card? It's cheaper with a rail card.*
Businessman:	*No, I haven't.*
Assistant:	*Without a rail card, it's 26 Egyptian pounds.*
Businessman:	*Thank you. Could you tell me which platform the train leaves from?*
Assistant:	*Platform 3. Have a good trip!*
Businessman:	*Thank you! Goodbye.*

Answers:

2 c 3 a 4 d 5 b

3 Listen again and answer the questions

1 Ask the students to read the questions and ask them whether they can answer any of them before listening again.

2 Play the recording for them to listen and write their answers. Students then check their answers with a partner. Then go through the answers with the whole class.

Answers:

1 He's staying for a week.
2 He had to wait for 15 minutes.
3 You can buy food and drinks.

4 Work in pairs

1 Ask the students to look at the instructions and the example in the speech bubble. Then refer them to the Functions box and ask them to read the questions. Elicit possible answers (encourage them to use their imaginations).

2 Students ask and answer. Refer them back to the exercise 2 replies if necessary. Go round and monitor, offering help if necessary.

3 Ask pairs of students to ask and answer for the rest of the class to listen.

Answers:

Students' own answers

Internet search

1 Read out the instruction and ask the students if they know anything about railways in India.

2 Now tell the students that they are going to do an internet search to find out more. They can scan the QR code with their phones to access the link within the Egyptian Knowledge Bank (or type in the address if they are unable to scan the code).

3 The research can be done in class, or as homework.

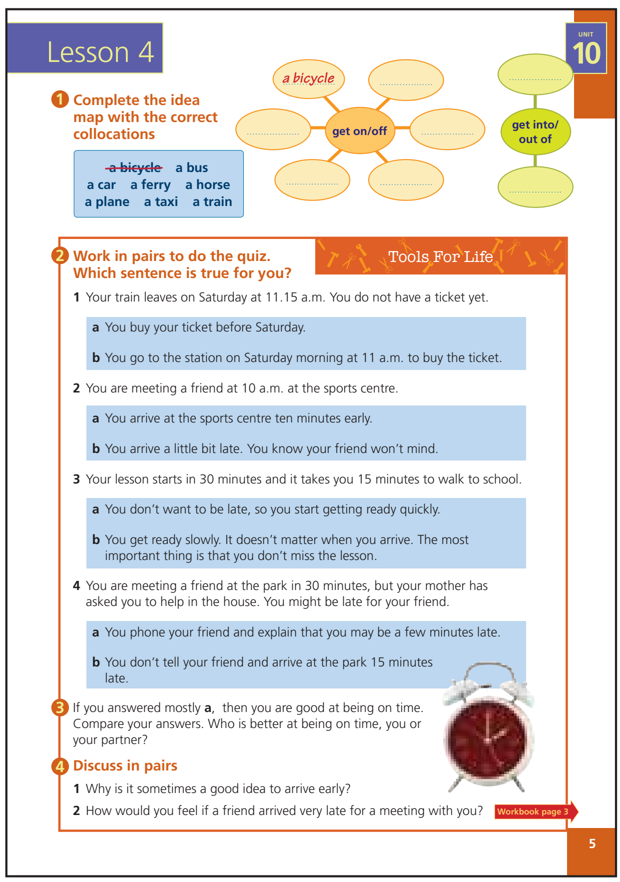
4 When they have carried out their research, ask the students to report their findings to the rest of the class.

LESSON 4 SB page 5 WB page 3

Outcomes

- To use collocations related to travel
- To answer a quiz about time-keeping
- To discuss punctuality

SB Page 5


Lesson 4

UNIT 10

1 Complete the idea map with the correct collocations

~~a bicycle~~ a bus
a car a ferry a horse
a plane a taxi a train

2 Work in pairs to do the quiz. Which sentence is true for you?

Tools For Life

1 Your train leaves on Saturday at 11.15 a.m. You do not have a ticket yet.
a You buy your ticket before Saturday.
b You go to the station on Saturday morning at 11 a.m. to buy the ticket.

2 You are meeting a friend at 10 a.m. at the sports centre.
a You arrive at the sports centre ten minutes early.
b You arrive a little bit late. You know your friend won't mind.

3 Your lesson starts in 30 minutes and it takes you 15 minutes to walk to school.
a You don't want to be late, so you start getting ready quickly.
b You get ready slowly. It doesn't matter when you arrive. The most important thing is that you don't miss the lesson.

4 You are meeting a friend at the park in 30 minutes, but your mother has asked you to help in the house. You might be late for your friend.
a You phone your friend and explain that you may be a few minutes late.
b You don't tell your friend and arrive at the park 15 minutes late.

3 If you answered mostly **a**, then you are good at being on time. Compare your answers. Who is better at being on time, you or your partner?

4 Discuss in pairs

1 Why is it sometimes a good idea to arrive early?
2 How would you feel if a friend arrived very late for a meeting with you?

Workbook page 3

5

1 Complete the idea map with the correct collocations

1 Brainstorm modes of transport.
2 Then ask the students to look at the idea maps and example. Explain that they have to decide where each mode of transport should go on the maps.
3 Students work in pairs to complete the maps. While they are working, copy the maps onto the board. Check answers by inviting different students to come to the board and complete each of the circles.
4 Ask the students which mode of transport they like using most and why.

Answers:

get on/off: a bus, a ferry, a horse, a plane, a train
get into/out of: a car, a taxi

2 Work in pairs to do the quiz. Which sentence is true for you?

1 Ask the students to quickly read the quiz and say what they think the topic is (time-keeping). Ask whether they think that they are usually good at time-keeping or not.
2 Go through the quiz checking any unknown words.
3 Students then complete the quiz individually.
4 Ask the students to compare their answers and decide who is better at time-keeping.

Answers:

Students' own answers

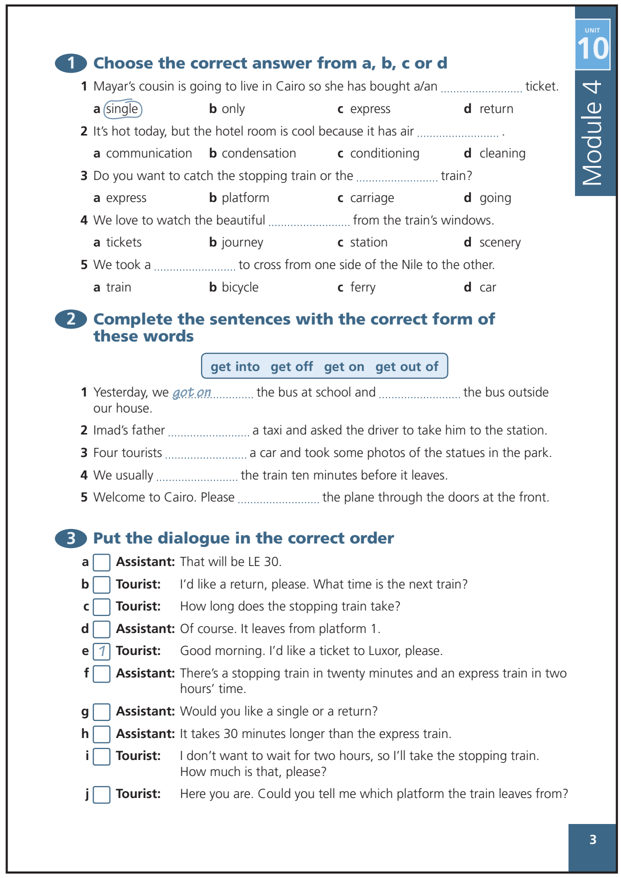
3 Discuss in pairs

1 Ask the students to read the questions and discuss them with their partner.
2 Then hold a brief class discussion about the importance of being on time.
3 Ask students how they think they could improve their time-keeping (for example, by giving themselves longer to get ready before they leave the house).

Answers:

Students' own answers

WB Page 3


UNIT 10
Module 4

1 Choose the correct answer from a, b, c or d

1 Mayar's cousin is going to live in Cairo so she has bought a/an .... ticket.
a (single) b only c express d return
2 It's hot today, but the hotel room is cool because it has air ....
a communication b condensation c conditioning d cleaning
3 Do you want to catch the stopping train or the .... train?
a express b platform c carriage d going
4 We love to watch the beautiful .... from the train's windows.
a tickets b journey c station d scenery
5 We took a .... to cross from one side of the Nile to the other.
a train b bicycle c ferry d car

2 Complete the sentences with the correct form of these words

get into get off get on get out of

1 Yesterday, we *got on* the bus at school and .... the bus outside our house.
2 Imad's father .... a taxi and asked the driver to take him to the station.
3 Four tourists .... a car and took some photos of the statues in the park.
4 We usually .... the train ten minutes before it leaves.
5 Welcome to Cairo. Please .... the plane through the doors at the front.

3 Put the dialogue in the correct order

a [ ] **Assistant:** That will be LE 30.
b [ ] **Tourist:** I'd like a return, please. What time is the next train?
c [ ] **Tourist:** How long does the stopping train take?
d [ ] **Assistant:** Of course. It leaves from platform 1.
e [1] **Tourist:** Good morning. I'd like a ticket to Luxor, please.
f [ ] **Assistant:** There's a stopping train in twenty minutes and an express train in two hours' time.
g [ ] **Assistant:** Would you like a single or a return?
h [ ] **Assistant:** It takes 30 minutes longer than the express train.
i [ ] **Tourist:** I don't want to wait for two hours, so I'll take the stopping train. How much is that, please?
j [ ] **Tourist:** Here you are. Could you tell me which platform the train leaves from?

3

1 Choose the correct answer from a, b, c or d

1 Ask the students to read through the sentences and options and check that they understand the task.
2 They then complete the sentences by choosing the correct option, working in pairs.
3 Check the answers as a whole class.

Answers:

2 c 3 a 4 d 5 c

2 Complete the sentences with the correct form of these words

1 Elicit the transport collocations the students have learned in Lesson 4.
2 The students then complete the sentences in pairs. Remind them that they may need to change the tense. Go round and monitor while they are working, helping where necessary.
3 Check the answers as a whole class by inviting different students to read out the completed sentences.

Answers:		
1 got on; got off	2 got into	3 got out of
4 get on	5 get off	

3 Put the dialogue in the correct order

1. Ask the students to read the sentences of the dialogue and ask what the conversation is about (a customer is buying a train ticket).
2. Ask them to read the example and then work in pairs to order the rest of the dialogue.
3. Check the answers as a whole class. Then ask pairs of students to read out the whole dialogue.

Answers:				
2 g	3 b	4 f	5 c	6 h
7 i	8 a	9 j	10 d	

REVIEW **SB page 6 WB page 4**

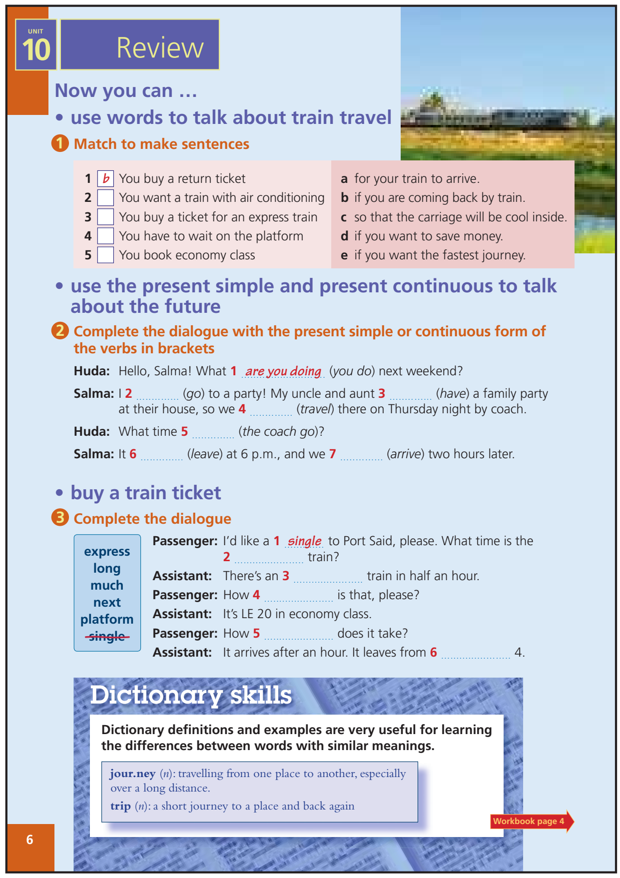
Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise using dictionary skills

Before using the book:

- Write ***Travelling for work*** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

SB Page 6


UNIT 10 Review

Now you can ...

• use words to talk about train travel

1 Match to make sentences

1 b You buy a return ticket	a for your train to arrive.
2 You want a train with air conditioning	b if you are coming back by train.
3 You buy a ticket for an express train	c so that the carriage will be cool inside.
4 You have to wait on the platform	d if you want to save money.
5 You book economy class	e if you want the fastest journey.

• use the present simple and present continuous to talk about the future

2 Complete the dialogue with the present simple or continuous form of the verbs in brackets

Huda: Hello, Salma! What 1 *are you doing* (*you do*) next weekend?

Salma: I 2 .... (*go*) to a party! My uncle and aunt 3 .... (*have*) a family party at their house, so we 4 .... (*travel*) there on Thursday night by coach.

Huda: What time 5 .... (*the coach go*)?

Salma: It 6 .... (*leave*) at 6 p.m., and we 7 .... (*arrive*) two hours later.

• buy a train ticket

3 Complete the dialogue

express / long / much / next / platform / ~~single~~

Passenger: I'd like a 1 *single* to Port Said, please. What time is the 2 .... train?

Assistant: There's an 3 .... train in half an hour.

Passenger: How 4 .... is that, please?

Assistant: It's LE 20 in economy class.

Passenger: How 5 .... does it take?

Assistant: It arrives after an hour. It leaves from 6 .... 4.

Dictionary skills

Dictionary definitions and examples are very useful for learning the differences between words with similar meanings.

jour.ney (*n*): travelling from one place to another, especially over a long distance.

trip (*n*): a short journey to a place and back again

Workbook page 4

6

1 Match to make sentences

1. Elicit phrases about buying a train ticket.
2. Ask the students to look at the example and match the remaining sentence halves.
3. Check answers as a class by inviting different students to read out the full sentences.

Answers:			
2 c	3 e	4 a	5 d

2 Complete the dialogue with the present simple or continuous form of the verbs in brackets

1. Elicit the future forms from the students (present simple, present continuous, *will* and *going to*) and elicit their functions.
2. Tell the students that they have to complete the dialogue using the appropriate future forms, as in the example. Ask them to do this individually and then check their answers in pairs.
3. Invite different students to read out the sentences of the dialogue in turn.

Answers:

2 am going	3 are having
4 are travelling	5 does the coach go
6 leaves	7 arrive

3 Complete the dialogue

1 Ask the students to look at the words in the box and elicit their meanings.

2 Then ask them to complete the dialogue with the correct words.

3 Check the answers by inviting different students to read out the completed sentences of the dialogue. Then ask different pairs to role-play the conversation.

Answers:

2 next 3 express 4 much 5 long
6 platform

Dictionary skills

1 Ask the students to look at the Dictionary skills box and examples.

2 Then ask the students to cover the box and elicit the definitions of the two words.

3 Ask students whether there are any other words that they often confuse, and ask them to use their dictionaries to find examples of their differences.

WB Page 4

UNIT 10

Module 4

1 Match the words with similar meanings

1 [b] breeze a very big
2 [ ] fantastic b light wind
3 [ ] huge c noon
4 [ ] journey d wonderful
5 [ ] midday e trip



2 Match to make sentences

1 [c] My father thinks that a leaves in ten minutes.
2 [ ] There's a problem with the train, so b we're going to London in August!
3 [ ] What time does the bus c it'll be cold when we go to England.
4 [ ] We have our tickets, so d it's going to be a slow journey.
5 [ ] The next boat to the island e arrive in Luxor?

3 Read and correct the underlined words

1 You should break a room early in that hotel because it's usually crowded.
book
2 I enjoy return trains because I wake up in a different place.
3 We can't take that train! Its journey is Alexandria and we're going to Aswan.
4 The train leaves from carriage 6.
5 My father has a very important minute at work today.
6 I am going to take the single train because it's much faster than the stopping train.

4 Write a description of a journey you plan to go on

- Choose a form of transport.
- Describe where you plan to travel and why.
- Say what time the form of transport leaves and arrives.
- Describe what you think you will see.

Remember to use the correct form of the future.

4

1 Match the words with similar meanings

1 Ask the students to look at the picture and ask why the boats are moving (because of the wind).

2 Then ask them to look at the words and match them with the definitions, as in the example.

3 Check the answers with the whole class.

Answers:

2 d 3 a 4 e 5 c

2 Match to make sentences

1 Ask the students to read the sentence halves and match them, as in the example.

2 Students complete the task individually and then check their answers with a partner.

3 Then ask different students to read out the full sentences.

Answers:

2 d 3 e 4 b 5 a

3 Read and correct the underlined words

1 Ask the students to read the sentences.
2 Students can work in pairs to find and correct the underlined words.
3 Ask several students to read out the correct sentences.
4 You could ask students to make different sentences using the incorrect underlined words too (for example, *Be careful with the eggs or they will break*).

Answers:

2 sleeper	3 destination	4 platform
5 meeting	6 express	

4 Write a description of a journey you plan to go on

1 Ask the students to look at the prompts and think about what they are going to write about. Elicit a few ideas for each of the prompts and write them on the board.
2 Tell them that they are going to write their descriptions. Remind them to use appropriate future forms and encourage stronger students to include at least one example of each (present simple and continuous, *will* and *going to*).
3 They should write in their notebooks. Go round and monitor while they are working, helping where necessary.
4 Ask the students to check the work of a partner, looking for correct usage of the tenses. Then invite different students to read out their descriptions.

Answers:

Students' own answers

Assessment

Speaking task

Outcome: to buy a train ticket

Use SB p4, Functions box

1 Ask the students to look again at exercise 4 on page 4 of their Student's Books.
2 Then ask them to close their books and role-play buying a ticket, using phrases from the Functions box. They then swap roles and do the role-play again.

Reading task

Outcome: to read an email about a student

Use SB p2, exercise 2 text

1 On the board, write the following:
1 Tarek is at Aswan station now. 2 Tarek and his father are going on holiday. 3 Tarek likes travelling by train. 4 Tarek's father bought the train tickets. 5 Tarek and his father will sleep before dinner.
2 Ask the students to read the text again and write down *True* or *False* for each sentence.
3 Check answers as a class. Ask students to correct the false sentences.

Writing task

Outcome: to practise using future forms

1 Ask the students to write four sentences which are true for them about the future. They should write one sentence using *will* + infinitive, one using be *going to* + infinitive, one using the present simple and one using the present continuous.
2 Go round and monitor as they are working, making suggestions if necessary.
3 Invite different students to read out their sentences for the rest of the class to check.

Listening task

Outcome: to understand a conversation about buying a train ticket

1 Write on the board or photocopy the first part of the tapescript, and gap the text as follows:

Businessman:	*Can I ________ a ticket to Alexandria, please?*
Assistant:	*Certainly. Would you like a single or a return?*
Businessman:	*I'd like a ________, please. I ________ a week there. What time is the next train?*
Assistant:	*There's a ________ train at ten past ten. But the express train ________ at 10 a.m.; that's in fifteen minutes' time.*

2 Ask the students to copy the text or give each student or pair a copy of the gapped text, and ask them to complete the missing words as they listen to the recording.

UNIT

11 Making the right choices

SB pages 7–11 WB pages 5–7

Objectives

Grammar
might / *must have* for possibility and *should* / *shouldn't have* for recommendations in the past
Reading
Reading a blog about a student with problems
Listening
Listening to a talk about addiction
Speaking
Expressing past recommendations and regret in the past
Writing
Writing a dialogue trying to persuade someone to do something

LESSON 1 SB page 7

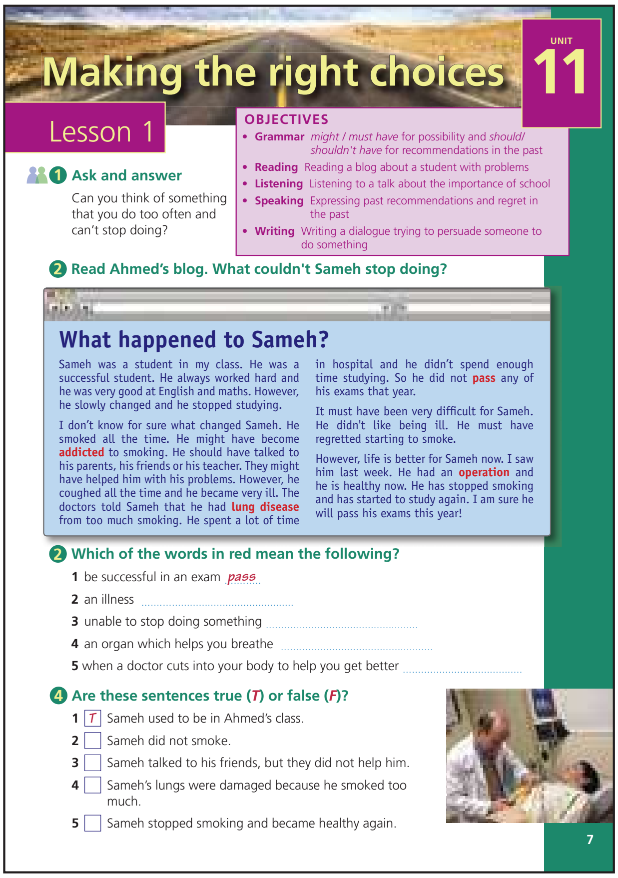
Outcomes

• To introduce the unit to the students
• To talk about problems at home and at school
• To read a blog and answer questions

Before using the book:

• Write the title of the unit, *Making the right choices*, on the board. Ask the students to guess what they might read and hear about in this unit.
• Ask them what they think might be the *wrong choices* in life?

SB Page 7


Making the right choices
UNIT 11
Lesson 1
OBJECTIVES
• Grammar *might / must have* for possibility and *should/ shouldn't have* for recommendations in the past
• Reading Reading a blog about a student with problems
• Listening Listening to a talk about the importance of school
• Speaking Expressing past recommendations and regret in the past
• Writing Writing a dialogue trying to persuade someone to do something

1 Ask and answer
Can you think of something that you do too often and can't stop doing?

2 Read Ahmed's blog. What couldn't Sameh stop doing?

What happened to Sameh?

Sameh was a student in my class. He was a successful student. He always worked hard and he was very good at English and maths. However, he slowly changed and he stopped studying.

I don't know for sure what changed Sameh. He smoked all the time. He might have become **addicted** to smoking. He should have talked to his parents, his friends or his teacher. They might have helped him with his problems. However, he coughed all the time and he became very ill. The doctors told Sameh that he had **lung disease** from too much smoking. He spent a lot of time in hospital and he didn't spend enough time studying. So he did not **pass** any of his exams that year.

It must have been very difficult for Sameh. He didn't like being ill. He must have regretted starting to smoke.

However, life is better for Sameh now. I saw him last week. He had an **operation** and he is healthy now. He has stopped smoking and has started to study again. I am sure he will pass his exams this year!

2 Which of the words in red mean the following?
1 be successful in an exam *pass*
2 an illness ....
3 unable to stop doing something ....
4 an organ which helps you breathe ....
5 when a doctor cuts into your body to help you get better ....

4 Are these sentences true (*T*) or false (*F*)?
1 *T* Sameh used to be in Ahmed's class.
2 Sameh did not smoke.
3 Sameh talked to his friends, but they did not help him.
4 Sameh's lungs were damaged because he smoked too much.
5 Sameh stopped smoking and became healthy again.

7

1 Ask and answer

1 Draw attention to the Objectives box on page 7, which refers to the objectives of the unit, and explain in Arabic if necessary.
2 Read out the question. Ask the students to discuss it with a partner. Then hold a brief class discussion.

Answers:

Students' own answers

2 Read Ahmed's blog. What couldn't Sameh stop doing?

1 Read out the instruction and allow time for the students to read the text quickly – tell them not to worry about understanding every word at this stage.
2 Ask the students to answer the question.

Answers:

He couldn't stop smoking.

3 Which of the words in red in the text mean the following?

1. Students read the text again, taking note of the words in red.
2. Read out the first definition and check that students agree that the matching word is *pass*.
3. Ask the students to complete the task in pairs. Go round and offer help where necessary.
4. Check answers, referring the students back to the text if necessary.

Answers:

2 disease	3 addicted
4 lung	5 operation

4 Are these sentences true (*T*) or false (*F*)?

1. Ask the students to read the sentences. Tell them that they are going to read the blog again and say whether the sentences are *True* or *False*. Ask them to look at the first sentence and say why it is true, referring to the appropriate part of the text.
2. The students read the text and find the answers. When they have finished, ask them to check their answers with a partner before checking them with the whole class. Ask the students to correct the false sentences.
3. Ask the students to read the text again and identify any words they don't know. Tell them to try to guess their meaning, using the context to help them. Then check the meanings of the words as a whole class.

Answers:

2 F (He smoked all the time.)
3 F (He should have talked to his friends. They could have helped him with his problems.)
4 T
5 T

LESSON 2 SB page 8 WB page 5

Outcome

• To use *might* / *must* and *should have* correctly

SB Page 8


UNIT 11 Lesson 2

1 Underline the verbs in these sentences

1 He might have become addicted to smoking.
2 He should have talked to his parents.
3 They might have helped him with his problems.
4 It must have been very difficult for Sameh.
5 He must have regretted starting to smoke.

GRAMMAR BOX

might / must have **for expressing possibility in the past**

• We use *might* + *have* + past participle to talk about possibility in the past:
I might have seen this film already. I can't remember.
Ali's arm hurts. He might have broken it.

• We use *must* + *have* + past participle to talk about things that we are sure happened in the past:
I must have left my notebook at home. (= I'm sure that I left it at home.)
There is no train to Omar's village. He must have taken the bus. (= I'm sure that he did not take the train.)

should have **for expressing recommendations or regret in the past**

• We use *should / shouldn't* + *have* + past participle to express a recommendation or a regret about a past situation:
I should have booked a seat on the train and now there are no seats left.
You shouldn't have gone to bed late last night. Now you are very tired!

2 Match to make one or two sentences

1 *c* Nawal must have been very tired.	a before you used my computer!
2 Hamdi can't find his bag.	b but I might have been wrong.
3 I thought my answer was correct,	c She fell asleep on the bus home.
4 You should have asked me	d He might have left it at the bus stop.

3 Make sentences about these situations using *might / must have* or *should (not) have*

1 Your friend did very badly in the exams.
2 Your little brother ate a lot of sweets and now feels ill.
3 You usually go to the park with your friend on Saturday, but last week your friend did not come.

8

1 Underline the verbs in these sentences

1. Tell the students to read the Grammar box carefully.
2. Ask the students to read the example sentence in exercise 1 and elicit the meaning (it is possible that he became addicted to smoking).
3. Students read the remaining sentences and underline the verbs. Check answers.

Answers:

2 He should have talked to his parents.
3 They might have helped him with his problems.
4 It must have been very difficult for Sameh.
5 He must have regretted starting to smoke.

2 Match to make one or two sentences

1. Read out the first sentence and check the students agree that *c* is the correct matching sentence.
2. Allow time for the students to complete the task. Go round and monitor.

3 Check the answers as a whole class. Ask different students to read out the answers.

Answers:

2 d 3 b 4 a

3 Make sentences about these situations using *might / must have* or *should (not) have*

1 Read out the instructions and the first situation, and then ask two students to read out the text in the speech bubbles.

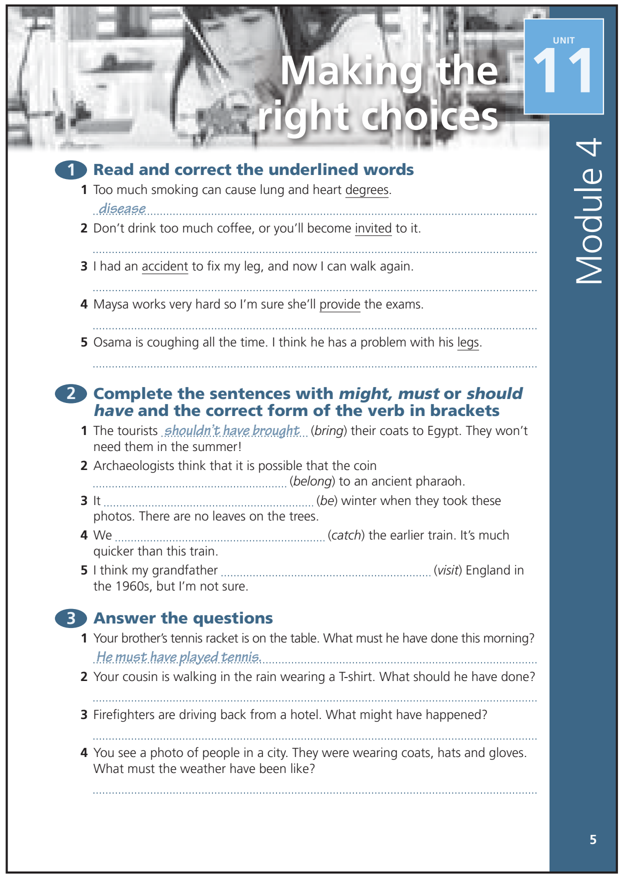
2 In pairs, students read the three situations one by one and discuss ideas using *might / must have* or *should (not) have*. Go round and monitor, offering prompts where necessary. Encourage them to think of more than one sentence for each situation.

3 Invite different students to share their ideas with the class. Ask them to write correct sentences on the board.

Example answers:

1 She should have worked harder. She might not have done enough revision. It must have been a very difficult exam. She might have been ill.
2 He shouldn't have eaten so many sweets. He might not have known that they were bad for him.
3 He/She might have been ill/busy/on holiday. He/She should have told you.

WB Page 5


UNIT 11

Making the right choices

Module 4

1 Read and correct the underlined words

1 Too much smoking can cause lung and heart degrees. disease
2 Don't drink too much coffee, or you'll become invited to it.
3 I had an accident to fix my leg, and now I can walk again.
4 Maysa works very hard so I'm sure she'll provide the exams.
5 Osama is coughing all the time. I think he has a problem with his legs.

2 Complete the sentences with *might, must* or *should have* and the correct form of the verb in brackets

1 The tourists shouldn't have brought (*bring*) their coats to Egypt. They won't need them in the summer!
2 Archaeologists think that it is possible that the coin .... (*belong*) to an ancient pharaoh.
3 It .... (*be*) winter when they took these photos. There are no leaves on the trees.
4 We .... (*catch*) the earlier train. It's much quicker than this train.
5 I think my grandfather .... (*visit*) England in the 1960s, but I'm not sure.

3 Answer the questions

1 Your brother's tennis racket is on the table. What must he have done this morning? He must have played tennis.
2 Your cousin is walking in the rain wearing a T-shirt. What should he have done?
3 Firefighters are driving back from a hotel. What might have happened?
4 You see a photo of people in a city. They were wearing coats, hats and gloves. What must the weather have been like?

5

1 Read and correct the underlined words

1 Ask the students to look at the example and check that they agree that *disease* is the missing word.

2 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the corrected sentences.

3 As further practice, you could ask students to make sentences with the incorrect underlined words (for example, *My uncle has two degrees, in English and maths*).

Answers:

2 addicted	3 operation
4 pass	5 lungs

2 Complete the sentences with *might / must* or *should (not) have* and the correct form of the verb in brackets

1 Read the first sentence to the students, completed as the example. You could then ask for more examples of sentences containing *shouldn't have*.

2 Ask the students to look at the second sentence and elicit the answer from the class (*might have belonged*). Again, you could ask for more examples.

3 Students complete the exercise with a partner.

4 Invite different students to read out their answers to the class.

Answers:

2 might have belonged
3 must have been
4 should have caught
5 might have visited

3 Answer the questions

1 Read out the first question and the answer, given as the example.

2 Read out the second question and elicit answers from the class. Accept any correct and reasonable answers (e.g. *He should have taken an umbrella; He should have worn a raincoat; He should have stayed at home*).

3 The students complete the exercise individually and compare their answers in pairs. Go round and check.

4 Ask different students to read out their answers and invite comments and other suggestions.

Example answers:

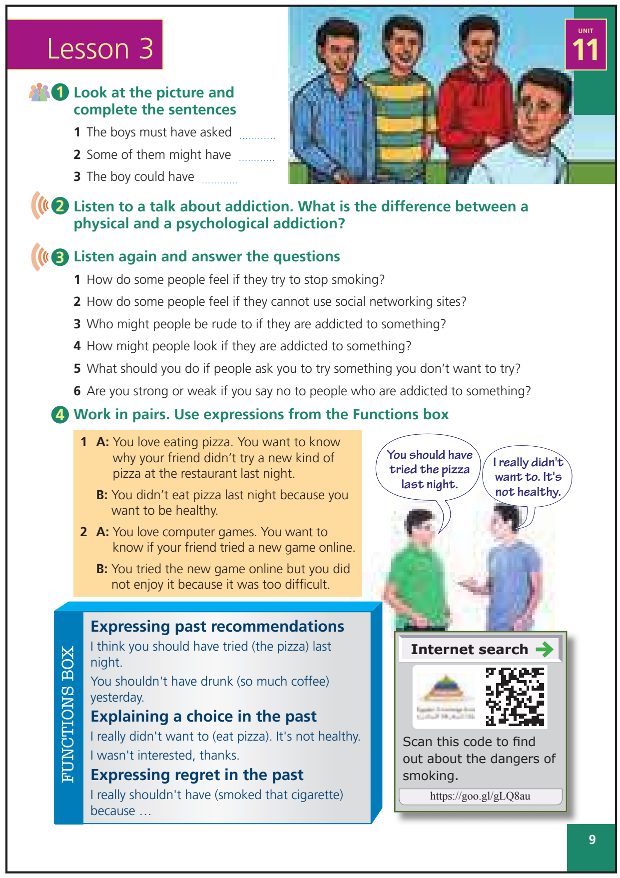
2 He should have worn a jacket/taken an umbrella.
3 There might have been a fire in the hotel.
4 It must have been very cold.

LESSON 3 SB page 9

Outcomes

- To speculate about a picture
- To listen to a conversation about addictions
- To practise expressing past recommendations, explaining a choice in the past and expressing regret in the past
- To research information about the dangers of smoking

SB Page 9


Lesson 3

UNIT 11

1 Look at the picture and complete the sentences

1 The boys must have asked ....
2 Some of them might have ....
3 The boy could have ....

2 Listen to a talk about addiction. What is the difference between a physical and a psychological addiction?

3 Listen again and answer the questions

1 How do some people feel if they try to stop smoking?
2 How do some people feel if they cannot use social networking sites?
3 Who might people be rude to if they are addicted to something?
4 How might people look if they are addicted to something?
5 What should you do if people ask you to try something you don't want to try?
6 Are you strong or weak if you say no to people who are addicted to something?

4 Work in pairs. Use expressions from the Functions box

1 A: You love eating pizza. You want to know why your friend didn't try a new kind of pizza at the restaurant last night.
B: You didn't eat pizza last night because you want to be healthy.
2 A: You love computer games. You want to know if your friend tried a new game online.
B: You tried the new game online but you did not enjoy it because it was too difficult.

FUNCTIONS BOX

Expressing past recommendations
I think you should have tried (the pizza) last night.
You shouldn't have drunk (so much coffee) yesterday.
Explaining a choice in the past
I really didn't want to (eat pizza). It's not healthy.
I wasn't interested, thanks.
Expressing regret in the past
I really shouldn't have (smoked that cigarette) because …

Internet search
Scan this code to find out about the dangers of smoking.
https://goo.gl/gLQ8au

9

1 Look at the picture and complete the sentences

1 Allow time for the students to study the picture.

2 Read out the first unfinished sentence and elicit ideas from the class.

3 Put the students in pairs to discuss ideas further and complete all three sentences.

4 Invite different students to read out their sentences to the class. Allow a short discussion.

Example answers:

1 the boy if he wanted a cigarette.
2 said unkind things to the boy.
3 been friends with the boys in the past.

2 Listen to a talk about addiction. What is the difference between a physical and a psychological addition?

1 Read out the question and tell the students not to worry about understanding every word, but to listen out for the answer to the question.

2 Play the recording and then elicit the answer to the question. Discuss the meaning of *physical* and *psychological*.

Tapescript

Presenter: *In today's programme, Doctor Hamdi is talking to us about how people can become addicted to things. So, doctor, in what ways can addictions start?*

Dr Hamdi: *Well, there are two ways that people can become addicted to something. A physical addiction is when your body thinks that it needs something. For example, you may think that you must have a cigarette to wake up in the morning. Your body will think that something is wrong if you do not have that cigarette. It is very hard for people to stop feeling like this. When people who are addicted to smoking try to stop, they can feel very bad.*

Presenter: *What is the other way that people can be addicted?*

Dr Hamdi: *You can also have a psychological addiction. This is when you think that you need something to feel OK. For example, some people are addicted to social networking sites. If they cannot use them, they start to feel unhappy.*

Presenter: *How do you know if someone is addicted to something?*

Dr Hamdi: *Sometimes you can see when a person is addicted, for example, if they are smoking all the time. But it is not always easy to see. Watch out for changes in people's habits. For example, a friend might have stopped going to school, or stopped seeing his or her friends or start being rude to their teachers or parents. They might become angry easily or start to look ill.*

Presenter: *So what should you do to help?*

Dr Hamdi: *First, you should try to talk to them. Then you must tell someone who can help them, for example a teacher.*

Presenter: *So how can you make sure that you do not become addicted to something yourself?*

Dr Hamdi: *You might find that your friends, or people that you know, will try to persuade you to try cigarettes, drugs or other things. If people ask you to try something that you don't want to try, don't be afraid to say no. Remember that people who say no are strong, not weak!*

Presenter: *Thank you, doctor.*

Answers:

A physical addiction is when your body thinks that it needs something.
A psychological addiction is when you think that you need something to feel OK.

3 Listen again and answer the questions

1 First, ask the students to read the questions. Stronger students could note down any answers they think they already know.

2 Play the recording again, and then allow time for them to answer the questions and compare answers with their partners.

3 Check answers with the whole class and if necessary play the recording again.

Answers:

1 They can feel very bad.
2 They start to feel unhappy.
3 They might be rude to their teachers or parents.
4 They might start to look ill.
5 You should not be afraid to say no.
6 You are strong.

4 Work in pairs. Use expressions from the Functions box

1 Students read the Functions box, saying each expression aloud.

2 Then ask them to look at the two situations and to read the example in the speech bubbles.

3 In pairs, students act out similar dialogues. Encourage them suggest and refuse other possible recommendations and choices, for example drinking coffee or fizzy drinks, playing computer games, etc. Go round and check that they use the expressions in the Functions box.

5 Ask some students demonstrate their dialogues to the class.

Answers:

Students' own answers

Internet search

1 Read out the instruction and tell the students that they are going to do an internet search. They can scan the QR code with their phones to access the link within the Egyptian Knowledge Bank (or type in the address if they are unable to scan the code).

2 The research can be done in class, or as homework.

3 When they have carried out their research, ask the students to report their findings to the rest of the class.

LESSON 4 SB page 10 WB page 6

Outcomes

- To talk about addictions
- To write about addiction and possible solutions

SB Page 10


UNIT 11 Lesson 4

1 Ask and answer

1 Which of the following do you think you can become addicted to?

2 Why do you think that people become addicted to these things?

3 How easy would it be for you to never do or try any of these things?

2 PROJECT

1 Scan this code to find out about one of the things in exercise 1, or about something else that people can be addicted to.

2 Find information and make notes about:
- why people can become addicted
- what problems this might cause
- how we can help them to stop

3 Then make a poster, a PowerPoint presentation or a magazine article about the problem.

https://goo.gl/AmV1DL

They just can't stop!

Some people become addicted to using social networking sites. At first, they use them just to send messages to their friends and to find out what their friends are doing. However, some people need to check their social networking sites all the time. If they do not check them, they begin to worry or to feel unhappy.

The best way to help these people is to suggest that they only use social networking sites for about half an hour. Suggest that they phone their friends instead of sending them messages. Encourage them to play a sport or make something instead of looking at their mobile phones!

Workbook page 6

10

1 Ask and answer

1 Ask students to look at the pictures and say what they can see (a cigarette, a mobile phone game, coffee, sugar).

2 Read out the first question and discuss it as a whole class. Then ask students to discuss the other questions in pairs.

3 Hold a short class discussion and encourage the students to share their ideas.

Example answers:

1 You can be addicted to all of them.
2 Because people like to have/play/drink/eat them.
3 Students' own answers

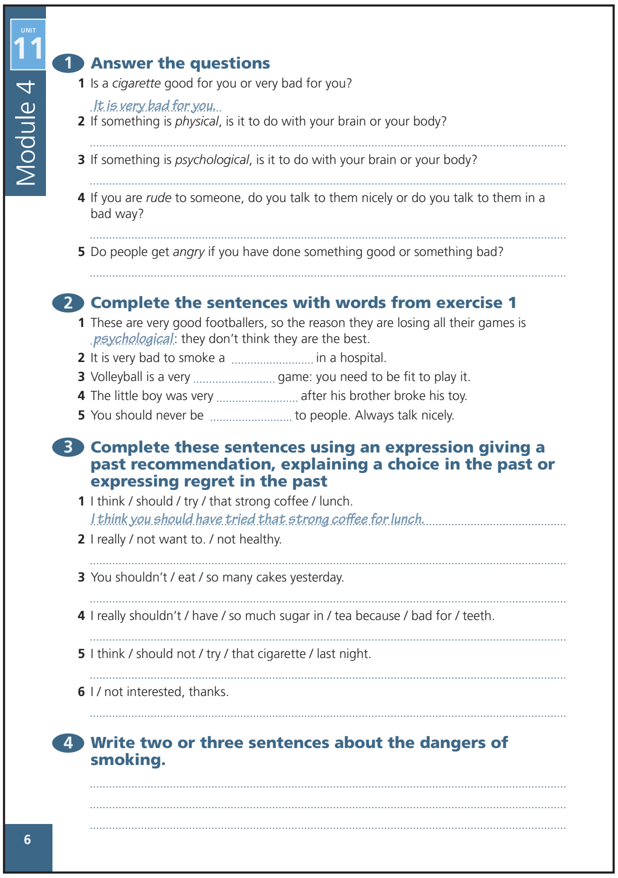
2 Project

1 Read out points 1–3 and discuss the students' ideas. They can scan the QR code with their phones to access the link within the Egyptian Knowledge Bank (or type in the address if they are unable to scan the code).

2 Then allow time for the students to read the example text and complete their poster, presentation or article. If the work is being completed in class, go round and monitor, offering help if required. Alternatively, it could be done for homework.

3 Encourage students to check their own or each other's work. Then invite different students to read out their paragraphs/posters, or to give their presentations. Ask the rest of the class to choose the text they liked best and to say why.

✎ WB Page 6


UNIT 11

Module 4

1 Answer the questions

1 Is a *cigarette* good for you or very bad for you?

It is very bad for you.

2 If something is *physical*, is it to do with your brain or your body?

3 If something is *psychological*, is it to do with your brain or your body?

4 If you are *rude* to someone, do you talk to them nicely or do you talk to them in a bad way?

5 Do people get *angry* if you have done something good or something bad?

2 Complete the sentences with words from exercise 1

1 These are very good footballers, so the reason they are losing all their games is *psychological*: they don't think they are the best.

2 It is very bad to smoke a .... in a hospital.

3 Volleyball is a very .... game: you need to be fit to play it.

4 The little boy was very .... after his brother broke his toy.

5 You should never be .... to people. Always talk nicely.

3 Complete these sentences using an expression giving a past recommendation, explaining a choice in the past or expressing regret in the past

1 I think / should / try / that strong coffee / lunch.

I think you should have tried that strong coffee for lunch.

2 I really / not want to. / not healthy.

3 You shouldn't / eat / so many cakes yesterday.

4 I really shouldn't / have / so much sugar in / tea because / bad for / teeth.

5 I think / should not / try / that cigarette / last night.

6 I / not interested, thanks.

4 Write two or three sentences about the dangers of smoking.

6

1 Answer the questions

1 Read out the first question and the example answer.

2 The students complete the exercise individually. Encourage them to use full sentences as in the example.

3 Students check their answers in pairs. Then check the answers as a whole class.

Answers:

2 It is to do with your body.
3 It is to do with your brain.
4 You talk to them in a bad way.
5 If you have done something bad.

2 Complete the sentences with words from exercise 1

1 Ask the students to look at the example and elicit what they have to do (they should use the words from the questions in exercise 1).

2 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.

Answers:

2 cigarette	3 physical
4 angry	5 rude

3 Complete the sentences using an expression giving a past recommendation, explaining a choice in the past or expressing regret in the past

1 First, refer the students to page 9 of their Student's Books (Functions box) and ask them to read it again.

2 Ask them to study the example, and then allow time for them to look at sentence 2.

3 Elicit the answer, and then put the students in pairs to complete the remaining sentences in their books. Go round and check.

4 Ask different pairs of students to read out the completed sentences.

Answers:

2 I really didn't want to (try that strong coffee). It's not healthy.
3 You shouldn't have eaten so many cakes yesterday.
4 I really shouldn't have had so much sugar in my tea because it's bad for my teeth.
5 I think you should have tried that cigarette last night.
6 I wasn't interested, thanks.

4 Write two or three sentences about the dangers of smoking

1 Read out the instructions. Encourage students to share their ideas as a class.

2 Allow time for them to write their sentences. Then invite different students to read out their sentences.

Answers:

Students' own answers

REVIEW	**SB page 11 WB page 7**

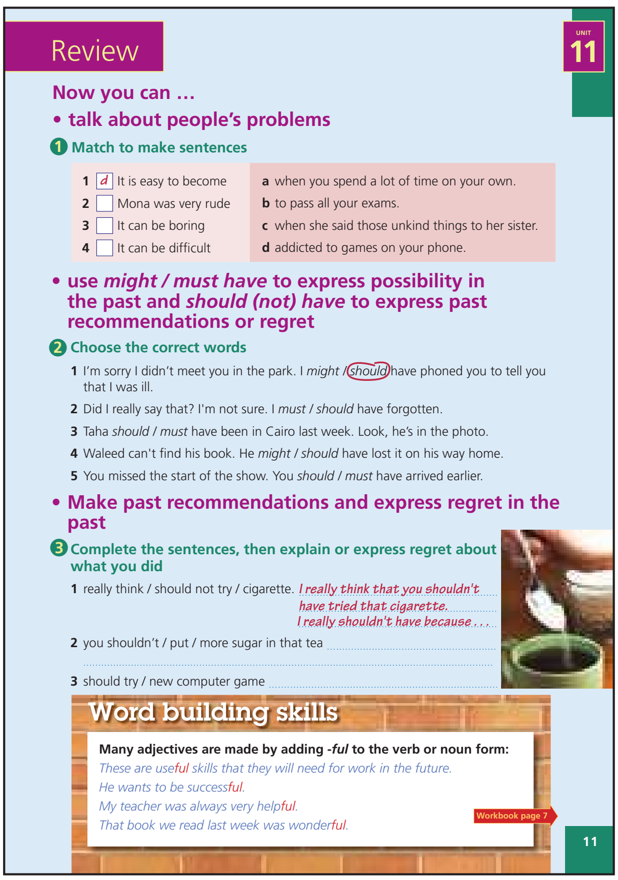
Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise word building skills

Before using the book:

- Write *Making the right choices* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

SB Page 11



Review

UNIT 11

Now you can …

- talk about people's problems

1 Match to make sentences

1 *d* It is easy to become	a when you spend a lot of time on your own.
2 Mona was very rude	b to pass all your exams.
3 It can be boring	c when she said those unkind things to her sister.
4 It can be difficult	d addicted to games on your phone.

- use *might / must have* to express possibility in the past and *should (not) have* to express past recommendations or regret

2 Choose the correct words

1 I'm sorry I didn't meet you in the park. I *might / should* have phoned you to tell you that I was ill.
2 Did I really say that? I'm not sure. I *must / should* have forgotten.
3 Taha *should / must* have been in Cairo last week. Look, he's in the photo.
4 Waleed can't find his book. He *might / should* have lost it on his way home.
5 You missed the start of the show. You *should / must* have arrived earlier.

- Make past recommendations and express regret in the past

3 Complete the sentences, then explain or express regret about what you did

1 really think / should not try / cigarette. *I really think that you shouldn't have tried that cigarette. I really shouldn't have because . . .*
2 you shouldn't / put / more sugar in that tea
3 should try / new computer game

Word building skills

Many adjectives are made by adding *-ful* to the verb or noun form:
These are useful skills that they will need for work in the future.
He wants to be successful.
My teacher was always very helpful.
That book we read last week was wonderful.

Workbook page 7

11

1 Match to make sentences

1 Read out the first phrase and check the students agree that *d* is the correct ending for the sentence.

2 Allow time for the students to complete the task, and then check the answers as a whole class.

Answers:		
2 c	3 a	4 b

2 Choose the correct words

1 Read out the instruction and the example.

2 Allow time for the students to complete the task in pairs, and go round offering help where needed.

3 Check answers by asking different students to read out the completed sentences to the class.

Answers:			
2 must	3 must	4 might	5 should

3 Complete the sentences, then explain or express regret about what you did

1 Ask a student to read out the example.

2 Allow time for the students to complete the task and then compare answers in pairs.

3 Check the answers by asking different students to read out the completed sentences to the class.

Answers:

2 You shouldn't have put more sugar in your tea. It's not healthy.
3 You should have tried that new computer game. I wasn't interested, thanks.

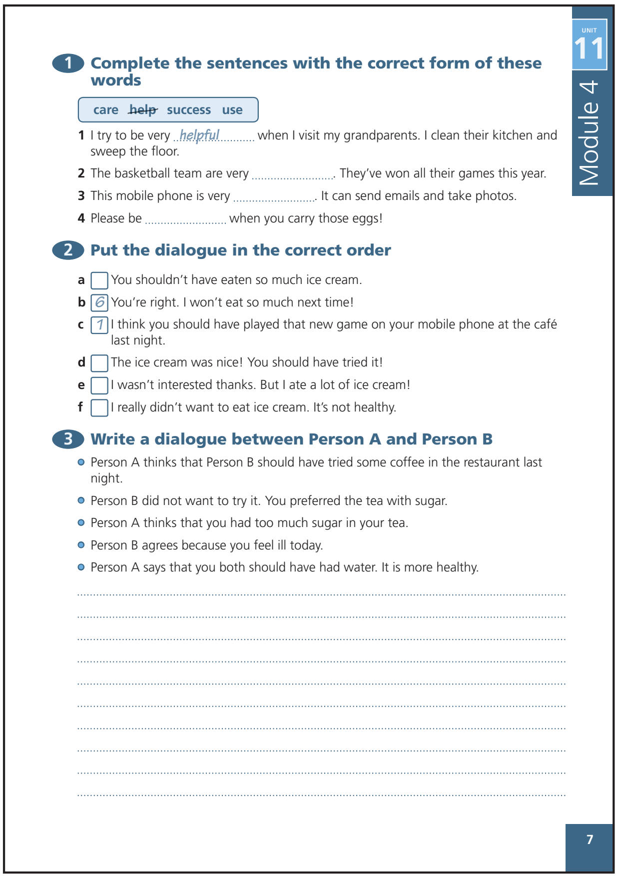
Word building skills

1 Allow time for the students to read the Word building skills box.

2 Ask the class if they can think of any more examples of adjectives that have the suffix *-ful* and list their ideas on the board (e.g. *careful*, *peaceful*).

3 If dictionaries are available, the students could use them to find more examples, and then put them in sentences.

✎ WB Page 7


UNIT 11 Module 4

1 Complete the sentences with the correct form of these words

care ~~help~~ success use

1 I try to be very *helpful* when I visit my grandparents. I clean their kitchen and sweep the floor.
2 The basketball team are very .... They've won all their games this year.
3 This mobile phone is very .... It can send emails and take photos.
4 Please be .... when you carry those eggs!

2 Put the dialogue in the correct order

a ☐ You shouldn't have eaten so much ice cream.
b [6] You're right. I won't eat so much next time!
c [1] I think you should have played that new game on your mobile phone at the café last night.
d ☐ The ice cream was nice! You should have tried it!
e ☐ I wasn't interested thanks. But I ate a lot of ice cream!
f ☐ I really didn't want to eat ice cream. It's not healthy.

3 Write a dialogue between Person A and Person B

- Person A thinks that Person B should have tried some coffee in the restaurant last night.
- Person B did not want to try it. You preferred the tea with sugar.
- Person A thinks that you had too much sugar in your tea.
- Person B agrees because you feel ill today.
- Person A says that you both should have had water. It is more healthy.

7

1 Complete the sentences with the correct form of these words

1 Read out the first sentence, completed as the example.

2 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.

Answers:		
2 successful	3 useful	4 careful

2 Put the dialogue in the correct order

1 Ask the students to read the whole dialogue first, to get an idea of what it is about.

2 Then read out the first sentence, and elicit which sentence follows it.

3 Allow time for the students to complete the task in pairs.

4 Check answers by asking students to read out the completed dialogue.

Answers:		
a 3	b 6	c 1
d 4	e 2	f 5

3 Write a dialogue between Person A and Person B

1 Refer the students to the Functions box on page 9 of their Student's Book. Explain that they should use some of these expressions in the task.

2 Students then read the instructions carefully.

3 Allow time for the students to write their dialogue. They should start their answer in the Workbook and continue in their notebooks if they need more space. Go round and help as necessary.

4 Ask the students to exchange their work with a partner and check grammar and spelling.

5 Invite volunteers to read out their work to the class.

Example answers:

A: I think you should have tried some coffee in the restaurant last night.
B: I really didn't want to try it. I preferred the tea with sugar.
A: You shouldn't have had so much sugar in your tea.
B: Yes, I really shouldn't have had so much sugar, because I feel ill today.
A: I think we should have had water. It is healthier.

Assessment

Speaking task

Outcome: to persuade people to do something

Use SB p9, Functions box

1 Ask the students to look again at exercise 4 on page 9 of their Student's Books.
2 Then ask them to note down something that someone might recommend to you which is not good for you or which is unhealthy.
3 In pairs, students take turns to make a past recommendation to their partner. The partner explains their choice in the past or expresses regret in the past, using the expressions in the Functions box. Go round and monitor.

Reading task

Outcome: to read a blog about a student

Use SB p7, exercise 2 text

1 On the board, write the following: *1 What was Sameh good at at school? 2 What should Sameh have done about his addiction? 3 How must Sameh have felt when he did not pass his exams? 4 What happened to Sameh in a hospital? 5 What has Sameh started to do now?*
2 Check that the students can answer correctly.

Writing task

Outcome: to practise using* might / must *and* should have *correctly

1 Write these situations on the board: *I can't find my dictionary, but I'm sure I had it yesterday; My friend has got an English newspaper and a model of a London bus; I got up late this morning and missed the school bus.*
2 Read out the first situation and ask the students to suggest what *might have* happened to the dictionary *(e.g. You might have left it at school; Someone might have taken it; It might have fallen out of your bag).*
3 In pairs, students then write two or three sentences about each situation, using *might / must / should (not) have* as appropriate.
4 Invite different students to read out their sentences for the rest of the class to check.

Listening task

Outcome: to understand a talk about addictions

Use the recording for SB p9, exercises 2 and 3

1 Write on the board or photocopy the first part of the tapescript, and gap the text as follows:

   A 1 _______ addiction is when your body thinks that it needs something.

   Some people are addicted to 2 _______ sites.

   Sometimes you can see when a person is addicted, for example, if they are smoking all the time. But it is not always easy to see. Watch out for changes in people's 3 _______.

   A friend 4 _______ going to school, or stopped seeing his or her friends or start being 5 _______ to their teachers or parents,

   If people ask you to try something that you don't want to try, don't be 6 _______.

2 Ask the students to copy the text or give each student or pair a copy of the gapped text, and ask them to complete the missing words as they listen to the recording.

UNIT
12 Transport workers
SB pages 12–16 WB pages 8–10

Objectives

Grammar
Reporting statements and imperatives
Reading
Reading an email about a new job
Listening
Listening to an interview about someone's job
Speaking
Talking about important jobs
Writing
Writing a description of an important job

LESSON 1 SB page 12

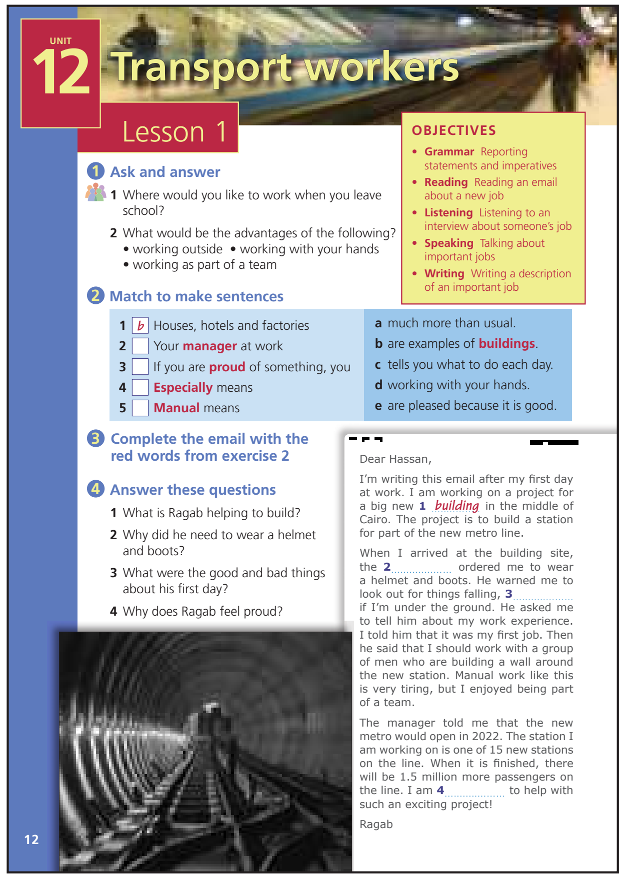
Outcomes

- To talk about jobs
- To read an email about a transport worker's job

Before using the book:

- Write the title of the unit, *Transport workers*, on the board and ask the students to tell you what they think this means and what they will study in the unit.
- Ask the students who has been on a metro train. Encourage them to give more details about their journeys.

SB Page 12



UNIT 12 Transport workers

Lesson 1

OBJECTIVES
- **Grammar** Reporting statements and imperatives
- **Reading** Reading an email about a new job
- **Listening** Listening to an interview about someone's job
- **Speaking** Talking about important jobs
- **Writing** Writing a description of an important job

1 Ask and answer

1 Where would you like to work when you leave school?

2 What would be the advantages of the following?
• working outside • working with your hands
• working as part of a team

2 Match to make sentences

1 *b* Houses, hotels and factories	a much more than usual.
2 Your **manager** at work	b are examples of **buildings**.
3 If you are **proud** of something, you	c tells you what to do each day.
4 **Especially** means	d working with your hands.
5 **Manual** means	e are pleased because it is good.

3 Complete the email with the red words from exercise 2

4 Answer these questions

1 What is Ragab helping to build?
2 Why did he need to wear a helmet and boots?
3 What were the good and bad things about his first day?
4 Why does Ragab feel proud?

Dear Hassan,

I'm writing this email after my first day at work. I am working on a project for a big new 1 *building* in the middle of Cairo. The project is to build a station for part of the new metro line.

When I arrived at the building site, the 2 .... ordered me to wear a helmet and boots. He warned me to look out for things falling, 3 .... if I'm under the ground. He asked me to tell him about my work experience. I told him that it was my first job. Then he said that I should work with a group of men who are building a wall around the new station. Manual work like this is very tiring, but I enjoyed being part of a team.

The manager told me that the new metro would open in 2022. The station I am working on is one of 15 new stations on the line. When it is finished, there will be 1.5 million more passengers on the line. I am 4 .... to help with such an exciting project!

Ragab

12

1 Ask and answer

1 Draw attention to the Objectives box on page 12, which refers to the objectives of the unit, and explain in Arabic if necessary.

2 Read out the questions and invite some initial responses.

3 Then put the students in small groups to discuss the questions in detail. Go round and monitor.

4 Invite different students to report back to the class about what their group members said and encourage a short class discussion about the kinds of jobs students would like to do. Encourage them to give reasons for their answers.

Answers:

Students' own answers

2 Match to make sentences

1 Read out the first phrase and check that students agree that *b* is the correct matching phrase.

2 Allow time for the students to complete the task and then check answers in pairs.

3 Check answers by asking students to read out the complete sentences.

Answers:			
2 c	3 e	4 a	5 d

3 Complete the email with the red words from exercise 2

1 Ask the students to look at the words in red in exercise 2. They then read the email text quickly, without worrying about understanding every word.

2 In pairs, the students match the words in red with gaps 2–4.

3 Check answers by asking different students to read out the sentences with the missing words.

Answers:		
2 manager	3 especially	4 proud

4 Answer these questions

1 Ask the students to read the questions and try to answer them in pairs without referring back to the text. Invite them to share their ideas.

2 Ask the class to read the text again more carefully and to find the answers to the questions.

3 Invite different students to give their answers, and to point to the part of the text where they found the information.

4 Ask the students to read the text again and identify any words they don't know. Tell them to try to guess their meaning, using the context to help them. Then check the meanings of the words as a whole class.

Answers:

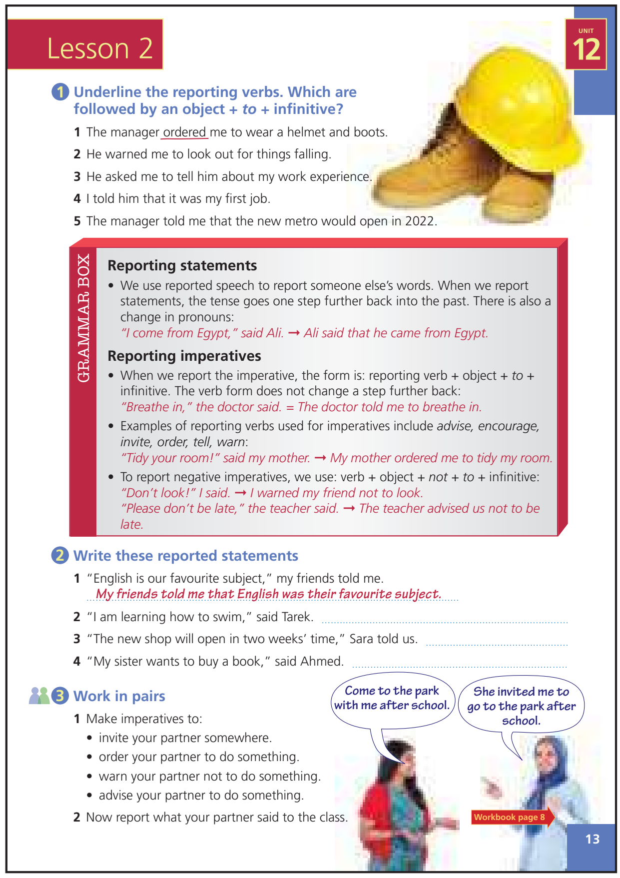
1 He is helping to build a station for part of the new metro line.
2 Because things can fall, especially under the ground.
3 He enjoyed being part of a team but it was very tiring.
4 Because he's helping with an exciting project.

LESSON 2 SB page 13 WB page 8

Outcome

• To report statements and imperatives correctly

SB Page 13


Lesson 2

UNIT 12

1 Underline the reporting verbs. Which are followed by an object + *to* + infinitive?

1 The manager ordered me to wear a helmet and boots.
2 He warned me to look out for things falling.
3 He asked me to tell him about my work experience.
4 I told him that it was my first job.
5 The manager told me that the new metro would open in 2022.

GRAMMAR BOX

Reporting statements

- We use reported speech to report someone else's words. When we report statements, the tense goes one step further back into the past. There is also a change in pronouns:
  "I come from Egypt," said Ali. → Ali said that he came from Egypt.

Reporting imperatives

- When we report the imperative, the form is: reporting verb + object + *to* + infinitive. The verb form does not change a step further back:
  "Breathe in," the doctor said. = The doctor told me to breathe in.
- Examples of reporting verbs used for imperatives include *advise, encourage, invite, order, tell, warn*:
  "Tidy your room!" said my mother. → My mother ordered me to tidy my room.
- To report negative imperatives, we use: verb + object + *not* + *to* + infinitive:
  "Don't look!" I said. → I warned my friend not to look.
  "Please don't be late," the teacher said. → The teacher advised us not to be late.

2 Write these reported statements

1 "English is our favourite subject," my friends told me.
My friends told me that English was their favourite subject.
2 "I am learning how to swim," said Tarek. ....
3 "The new shop will open in two weeks' time," Sara told us. ....
4 "My sister wants to buy a book," said Ahmed. ....

3 Work in pairs

1 Make imperatives to:
- invite your partner somewhere.
- order your partner to do something.
- warn your partner not to do something.
- advise your partner to do something.

2 Now report what your partner said to the class.

Workbook page 8

13

1 Underline the reporting verbs. Which are followed by an object + *to* + infinitive?

1 Allow time for the students to read the Grammar box. Go round and answer any queries.

2 Ask the students to copy sentences 1–5 into their notebooks and to underline the reporting verbs.

3 Elicit from the class which sentences contain verbs that are followed by an object + *to* + infinitive (sentences 1–3). Explain that in those sentences the verbs report (*ordered*, *warned* and *asked*) imperatives. Sentences 4 and 5 are reported statements.

4 Point out that *tell* (or *order*, *warn, advise* and *ask*) + someone *to* can be used to report an imperative (*I told you to go home* = reported imperative; *I told you that I would be late* = reported statement).

Answers:

2 He warned me to look out for things falling.
3 He asked me to tell him about my work experience.
4 I told him that it was my first job.
5 He said that I should work with a group of men.

2 Write these reported statements

1 Ask the students to read the example and check that they understand what to do.

2 Students then complete the rest of the task with a partner, referring back to the Grammar box if necessary.

3 Invite different students to read out the sentences. Ask the rest of the class to say whether they are correct, and, if not, to correct them.

4 Remind students that when reporting statements, the verb moves one step back into the past. For stronger students, you could point out that when reporting a fact which is always true, it is not always necessary to move the verb. For example, in sentence 1, *My friends told me that English is their favourite subject* is also possible, because it reports a current fact.

Answers:

2 Tarek said that he was learning to swim.
3 Sara told us that the new shop would open in two weeks' time.
4 Ahmed said that his sister wanted to buy a book.

3 Work in pairs

1 Allow time for the students to read the instructions for part 1.

2 Ask two students to read the speech bubbles.

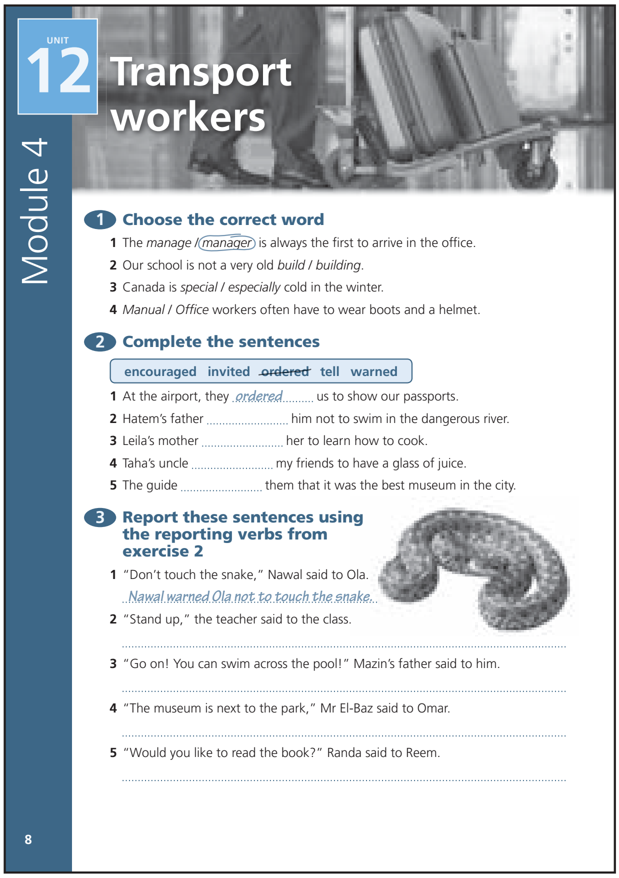
3 In pairs, students take turns to invite, order, warn and advise their partners, using their own ideas. Go round and listen, offering prompts where necessary.

4 Finally, invite different students to report back to the class. Check they use verb + *me* + (*not*) + infinitive.

Answers:

Students' own answers

WB Page 8


UNIT 12 Transport workers

Module 4

1 Choose the correct word

1 The *manage* / *manager* is always the first to arrive in the office.
2 Our school is not a very old *build* / *building*.
3 Canada is *special* / *especially* cold in the winter.
4 *Manual* / *Office* workers often have to wear boots and a helmet.

2 Complete the sentences

encouraged invited ~~ordered~~ tell warned

1 At the airport, they *ordered* us to show our passports.
2 Hatem's father .... him not to swim in the dangerous river.
3 Leila's mother .... her to learn how to cook.
4 Taha's uncle .... my friends to have a glass of juice.
5 The guide .... them that it was the best museum in the city.

3 Report these sentences using the reporting verbs from exercise 2

1 "Don't touch the snake," Nawal said to Ola.
Nawal warned Ola not to touch the snake.
2 "Stand up," the teacher said to the class.
....
3 "Go on! You can swim across the pool!" Mazin's father said to him.
....
4 "The museum is next to the park," Mr El-Baz said to Omar.
....
5 "Would you like to read the book?" Randa said to Reem.
....

8

1 Choose the correct word

1 Read out the first sentence, completed as the example.

2 Allow time for the students to complete the task in pairs, and then check answers by asking students to read out the completed sentences.

Answers:

2 building	3 especially	4 Manual

2 Complete the sentences

1 Read out the first sentence, completed as the example. Then tell the students to complete the task in pairs. Remind them to read the whole sentence each time before completing it.

2 Check answers by inviting different students to read out the sentences.

Answers:

2 warned	3 encouraged
4 invited	5 told

3 Report these sentences using the reporting verbs from exercise 2

1 First, ask the students to look again at the reporting verbs in exercise 2.

2 Write the example on the board and elicit the best reporting verb from the list (warned). Then elicit the full answer (Nawal warned Ola not to touch the snake).

3 The students complete the task in pairs. Then check the answers as a whole class.

Answers:

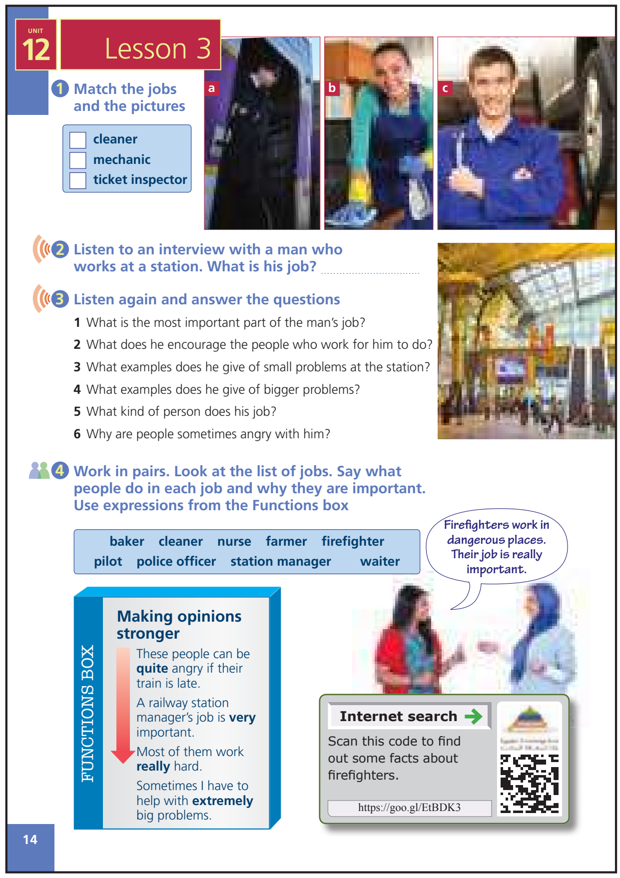
2 The teacher ordered the class to stand up.
3 Mazin's father encouraged him to swim across the pool.
4 Mr El-Baz told Omar that the museum was next to the park.
5 Randa invited Reem to read the book.

LESSON 3 SB page 14

Outcomes

- To talk about different jobs
- To listen to an interview with a man who works at a station
- To practise making opinions stronger
- To carry out an internet search to find facts about firefighters

SB Page 14


UNIT 12 Lesson 3

1 Match the jobs and the pictures

cleaner
mechanic
ticket inspector

a b c

2 Listen to an interview with a man who works at a station. What is his job? ....

3 Listen again and answer the questions
1 What is the most important part of the man's job?
2 What does he encourage the people who work for him to do?
3 What examples does he give of small problems at the station?
4 What examples does he give of bigger problems?
5 What kind of person does his job?
6 Why are people sometimes angry with him?

4 Work in pairs. Look at the list of jobs. Say what people do in each job and why they are important. Use expressions from the Functions box

baker cleaner nurse farmer firefighter
pilot police officer station manager waiter

FUNCTIONS BOX
Making opinions stronger
These people can be **quite** angry if their train is late.
A railway station manager's job is **very** important.
Most of them work **really** hard.
Sometimes I have to help with **extremely** big problems.

Internet search
Scan this code to find out some facts about firefighters.
https://goo.gl/EtBDK3

14

1 Match the jobs and the pictures

1 Allow time for the students to look at the pictures and match them with the jobs.

2 Check answers with the whole class. Make sure that they understand the words.

Answers:

a ticket inspector b cleaner c mechanic

2 Listen to an interview with a man who works at a station. What is his job?

1 Read out the question, and remind the students to listen for general meaning and in particular for the answer to the question. Then play the recording.

2 Elicit the answer from the class.

Tapescript

Journalist: *A railway station manager's job is very important, but not many people know about it. Today I'm talking to the manager of one of Cairo's busiest railway stations. So, Mr Ahmed, what does a station manager do?*

Manager: *Well, the most important part of a station manager's job is to keep everyone safe in the railway station, and to help people to get onto the correct train.*

Journalist: *But you have other people to help you to do this, don't you?*

Manager: *Of course. I must manage all the other people who work at the station. There are a lot of them: train drivers, ticket inspectors, cleaners, mechanics and engineers. I must encourage them to do their jobs well and most of them work really hard. I must also help them if there are any problems.*

Journalist: *How often do you have problems at the station?*

Manager: *There is never a day without a problem! Sometimes I have to deal with fairly small problems, for example, a person loses something important or takes the wrong train. Sometimes I have to help with extremely big problems, for example, a person becomes ill or a train breaks down.*

Journalist: *So what would you say to someone who wants to become a station manager?*

Manager: *Well, the job is never boring. You must like trains, of course, but you must also like people. You meet different people every day. These people can be quite angry if their train is late. They often tell me to find them a different train!*

Journalist: *What do you say to them?*

Manager: *I encourage them to be patient and I try to help them. We work in an incredibly busy station and people usually understand that there are sometimes problems.*

Journalist: *It sounds a very interesting job. Thank you!*

Answer:

He is a station manager.

3 Listen again and answer the questions

1 Ask the students what they remember from the recording they have just heard.

2 Allow time for them to read the questions. Tell them they are going to hear the recording again and that they should listen and answer the questions.

3 Check answers as a whole class. If necessary, play the recording again to confirm.

Answers:

1. To keep everyone safe in the railway station, and to help people to get onto the correct train.
2. He encourages them to do their jobs well.
3. The examples are when a person loses something important or takes the wrong train.
4. The examples are when a person becomes ill or a train breaks down.
5. You must like trains but you must also like people.
6. People are sometimes angry because their train is late.

4 Work in pairs. Look at the list of jobs. Say what people do in each job and why they are important. Use expressions from the Function box

1 First, tell the students to read the Functions box carefully and then to read the speech bubble. Make sure they know all the jobs in the box.

2 Read out the instructions.

3 Invite a confident student to demonstrate the activity first. Encourage him/her to use the phrases in the Functions box.

4 In pairs, students then take it in turns to talk about the jobs.

5 Invite different students to talk about the different jobs for the class.

Internet search

1 Ask the students what they know about firefighters.

2 Now tell the students that they are going to do an internet search to find out more facts. They can scan the QR code with their phones to access the link within the Egyptian Knowledge Bank (or type in the address if they are unable to scan the code).

3 The research can be done in class, or as homework.

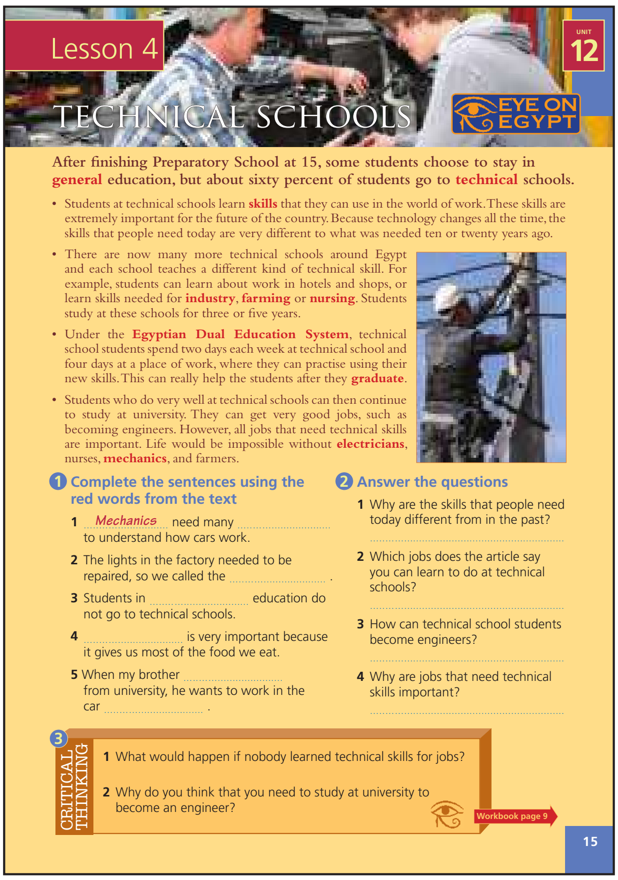
4 When they have carried out their research, ask the students to report their findings to the rest of the class.

LESSON 4 SB page 15 WB page 9

Outcomes

- To read a text about technical schools and answer questions
- To talk about the importance of jobs that need technical skills

SB Page 15


Lesson 4

UNIT 12

TECHNICAL SCHOOLS

EYE ON EGYPT

After finishing Preparatory School at 15, some students choose to stay in general education, but about sixty percent of students go to technical schools.

- Students at technical schools learn **skills** that they can use in the world of work. These skills are extremely important for the future of the country. Because technology changes all the time, the skills that people need today are very different to what was needed ten or twenty years ago.
- There are now many more technical schools around Egypt and each school teaches a different kind of technical skill. For example, students can learn about work in hotels and shops, or learn skills needed for **industry**, **farming** or **nursing**. Students study at these schools for three or five years.
- Under the **Egyptian Dual Education System**, technical school students spend two days each week at technical school and four days at a place of work, where they can practise using their new skills. This can really help the students after they **graduate**.
- Students who do very well at technical schools can then continue to study at university. They can get very good jobs, such as becoming engineers. However, all jobs that need technical skills are important. Life would be impossible without **electricians**, nurses, **mechanics**, and farmers.

1 Complete the sentences using the red words from the text

1 *Mechanics* need many .... to understand how cars work.
2 The lights in the factory needed to be repaired, so we called the ....
3 Students in .... education do not go to technical schools.
4 .... is very important because it gives us most of the food we eat.
5 When my brother .... from university, he wants to work in the car ....

2 Answer the questions

1 Why are the skills that people need today different from in the past?
2 Which jobs does the article say you can learn to do at technical schools?
3 How can technical school students become engineers?
4 Why are jobs that need technical skills important?

3 CRITICAL THINKING

1 What would happen if nobody learned technical skills for jobs?
2 Why do you think that you need to study at university to become an engineer?

Workbook page 9

15

1 Complete the sentences using the red words from the text

1 Ask the students what they know about technical schools in Egypt. Then ask them to read the text quickly. Remind them not to worry about any unfamiliar words at this point.

2 Students then read the questions and complete the task in pairs, referring back to the text to read the context around the words in red.

3 Check the answers with the whole class.

Answers:

1 Mechanics; skills
2 electricians
3 general
4 Farming
5 graduates; industry

2 Answer the questions

1 Ask the students to read the questions and discuss them with their partner before reading the text again.

2 Then allow time for the students to read the text and confirm their answers.

3 Check the answers with the class.

Answers:

1 Because technology changes all the time.
2 You can learn how to be electricians, nurses, mechanics, farmers and engineers, or about work in hotels, shops and industry.
3 They can continue to study at university.
4 Because life would be impossible without electricians, nurses, mechanics and farmers.

3 Critical thinking

1 Ask the students to work in small groups to discuss the questions.

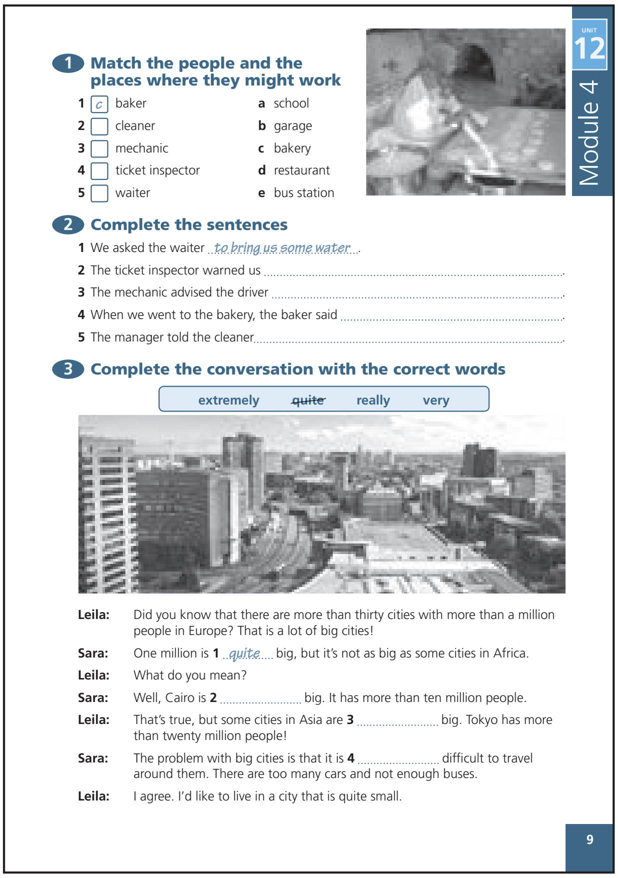
2 Go round and monitor, helping with ideas where necessary.

3 Invite the different groups to share their ideas and have a short class discussion about the importance of technical skills.

Example answers:

1 There would be nobody to do those jobs and we would have many problems.
2 Because you need to learn a lot to become an engineer.

WB Page 9



UNIT 12

Module 4

1 Match the people and the places where they might work

1 [c] baker — a school
2 [ ] cleaner — b garage
3 [ ] mechanic — c bakery
4 [ ] ticket inspector — d restaurant
5 [ ] waiter — e bus station

2 Complete the sentences

1 We asked the waiter *to bring us some water*.
2 The ticket inspector warned us ....
3 The mechanic advised the driver ....
4 When we went to the bakery, the baker said ....
5 The manager told the cleaner..

3 Complete the conversation with the correct words

extremely ~~quite~~ really very

Leila: Did you know that there are more than thirty cities with more than a million people in Europe? That is a lot of big cities!
Sara: One million is **1** *quite* big, but it's not as big as some cities in Africa.
Leila: What do you mean?
Sara: Well, Cairo is **2** .... big. It has more than ten million people.
Leila: That's true, but some cities in Asia are **3** .... big. Tokyo has more than twenty million people!
Sara: The problem with big cities is that it is **4** .... difficult to travel around them. There are too many cars and not enough buses.
Leila: I agree. I'd like to live in a city that is quite small.

9

1 Match the people and the places where they might work

1 Ask the students which job is shown in the picture (*baker*). Ask where this person works (*at a bakery*).

2 Allow time for the students to complete the task, and then check the answers as a whole class.

Answers:

2 a 3 b 4 e 5 d

2 Complete the sentences

1 Ask the students to look at the example and elicit what they have to do (they have to complete the sentences with their own ideas). Elicit a few ways to finish the sentences as a whole class.

2 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.

Example answers:

2 not to open the train door when the train was moving.
3 to change the oil.
4 her cakes were the best in the village.
5 to clean all the desks.

3 Complete the conversation with the correct words

1 Read out the first sentence, completed as the example.

2 Allow time for the students to complete the task and then check in pairs.

3 Ask two students to read out the completed dialogue for the class to check.

Answers:

2 very/really 3 extremely 4 really/very/quite

REVIEW SB page 16 WB page 10

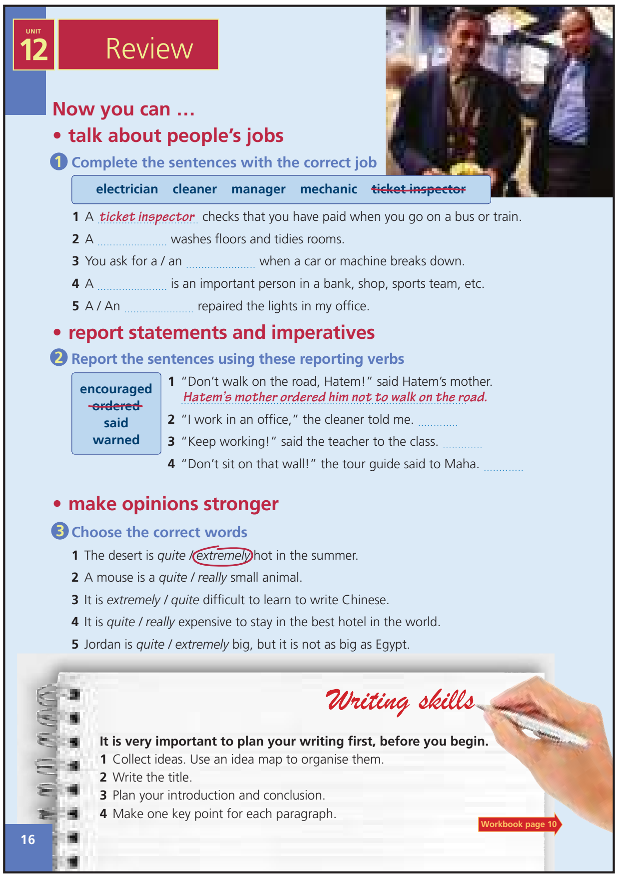
Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise reporting statements and imperatives correctly
- To practise making opinions stronger
- To practise writing skills

Before using the book:

- Write *Transport workers* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

SB Page 16


UNIT 12 Review

Now you can …

• talk about people's jobs

1 Complete the sentences with the correct job

electrician cleaner manager mechanic ~~ticket inspector~~

1 A *ticket inspector* checks that you have paid when you go on a bus or train.
2 A .... washes floors and tidies rooms.
3 You ask for a / an .... when a car or machine breaks down.
4 A .... is an important person in a bank, shop, sports team, etc.
5 A / An .... repaired the lights in my office.

• report statements and imperatives

2 Report the sentences using these reporting verbs

encouraged ~~ordered~~ said warned

1 "Don't walk on the road, Hatem!" said Hatem's mother.
Hatem's mother ordered him not to walk on the road.
2 "I work in an office," the cleaner told me. ....
3 "Keep working!" said the teacher to the class. ....
4 "Don't sit on that wall!" the tour guide said to Maha. ....

• make opinions stronger

3 Choose the correct words

1 The desert is *quite* / *extremely* hot in the summer.
2 A mouse is a *quite* / *really* small animal.
3 It is *extremely* / *quite* difficult to learn to write Chinese.
4 It is *quite* / *really* expensive to stay in the best hotel in the world.
5 Jordan is *quite* / *extremely* big, but it is not as big as Egypt.

Writing skills

It is very important to plan your writing first, before you begin.
1 Collect ideas. Use an idea map to organise them.
2 Write the title.
3 Plan your introduction and conclusion.
4 Make one key point for each paragraph.

Workbook page 10

16

1 Complete the sentences with the correct job

1 Read out the instruction and the first sentence, completed as the example.

2 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.

Answers:

2 cleaner 3 mechanic
4 manager 5 electrician

2 Report the sentences using these reporting verbs

1 Ask the students to study the example.

2 Students complete the exercise individually before checking their answers with a partner. Go round and monitor.

3 Invite different students to read out their answers.

Answers:

2 The cleaner said that she worked in an office.
3 The teacher encouraged the class to keep working.
4 The tour guide warned Maha not to sit on the wall.

3 Choose the correct words

1 Read out the first sentence, completed as the example.

2 Allow time for the students to complete the task in pairs. Then check answers by inviting different students to read out the completed sentences.

Answers:

2 really 3 extremely 4 really 5 quite

Writing skills

1 Elicit what students can do to prepare to do a piece of writing.

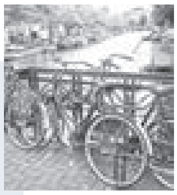
2 Then ask them to read the Writing skills box and compare their ideas. Hold a short discussion about how to carry out each part of the plan (for example, use the internet or books to collect ideas; write a title that reflects what the writing is about; tell readers what you are going to write about in the introduction and provide a summary of what has been said in the conclusion; put an important point in each paragraph).

WB Page 10

UNIT 12 Module 4

1 Read the following, then answer the questions

Bike catchers are people who take bikes from canals in Amsterdam, a city in Europe. There are no hills in the city so a lot of people *cycle* to school and to work. In fact, thirty percent of people in Amsterdam travel to work by bike. The city also has a lot of canals and sometimes the bikes fall into the water. Perhaps this is because there are more bikes in the city than people! In the 1960s, there were so many bikes in the canals that they began to damage the bottom of boats. That is when the job of bike catchers began. One bike catcher told me that they take 14,000 bikes out of the canals each year!



1 When did the job of bike catchers start?
In the 1960s
2 Why do so many people cycle to work in Amsterdam?
3 Do you think that bikes are expensive in Amsterdam? Why? / Why not?
4 What do you think the word *cycle* means?
a walk **b** ride a bicycle **c** travel by canal **d** drive a car
5 What does the underlined word this refer to?
a why bikes go into the canals **b** someone who puts bikes in canals
c nobody **d** all the people in the city

2 Put this plan for an article into the correct order

a [ ] Paragraph 2: What they do
b [ ] Conclusion: How does it compare to other jobs
c [1] Title: A firefighter's job
d [ ] Paragraph 1: Where they work
e [ ] Paragraph 3: How they help people
f [ ] Introduction: Why the job is important

3 Write a description of an important job

- Choose a job that you like or know about.
- Plan your writing before you begin.
- Include one or two reported imperatives.

10

1 Read the following, then answer the questions

1. Ask the students to describe the picture and say what they think the article is going to be about.
2. Allow time for the students to read the article and to answer the questions. Go round and help if necessary. If you have a map, you can show them where Amsterdam is.
3. They can check their answers with their partners, then go over the answers as a class.

Answers:

2 Because there are no hills in the city.
3 Suggested: No, because so many people have them and if they were expensive, they would be more careful with them.
4 b
5 a

2 Put this plan for an article into the correct order

1. Elicit the information from the Writing skills box on page 16 of the Student's Book.
2. Allow time for the students to read the plan and look at the example.
3. Put the students in pairs to complete the task.
4. Check answers.

Answers:

2 f 3 d 4 a 5 e 6 b

3 Write a description of an important job

1. Ask the students to read the instructions and choose a job they know well.
2. Students then plan their work. Go round and monitor, helping where necessary. Then ask students to show their partner their plan, asking for feedback or suggestions.
3. Allow time for them to write their descriptions. Remind them to use examples of reported imperatives. They should start their answer in the Workbook and continue in their notebooks if they need more space.
4. Go round and monitor while the students work, making suggestions where necessary. When they have finished, ask them to exchange their paragraphs with a partner to read and check the spelling and grammar.
5. Finally, invite different students to read out their paragraphs for the class.

Answers:

Students' own answers

Assessment

Speaking task

Outcome: to practise making opinions stronger

Use SB p14, Functions box

1 Ask the students to read the Functions box again and then close their books.
2 Tell the students to think of three jobs they would like to do and what it would be like to do these jobs. Then put them in pairs, and tell them to take turns to describe their jobs, using the phrases in the Functions box for their partner to guess. Allow them to consult their books if necessary, but encourage them not to.

Reading task

Outcome: to read an email about a transport worker's job

Use SB p12, exercise 3 text

1 Write the following gapped sentences on the board:
Tarek is working on a project to build a _______ in Cairo. When he arrived at work, the manager told him to wear a _______ . Tarek says that _______ work makes people feel tired. Tarek thinks that the project is _______.

Writing task

Outcome: To practise reporting imperatives

1 Ask the students to imagine you are a visitor to Egypt, and would like some advice about how to make the most of your visit – for example, places to see, accommodation, shops, food, transport, etc
2 Elicit some ideas of the advice they can give you, and then put the students in pairs to note down more ideas. Go round and offer prompts if necessary.
3 If possible, students change partners. They then take turns to give each other advice, as if to a tourist. Go round and monitor.
4 Finally, ask the students to write sentences about what their partners told them to do (and not to do). Make sure they use verb + *me* + (*not*) + *to* + infinitive.

Listening task

Outcome: to understand an interview

Use the recording for SB p14, exercises 2 and 3

1 Provide students with a copy of the tapescript. Alternatively, write the following extract with the missing words on the board:

A railway station manager's job is 1 _______ important, but not many people know about it.

I must encourage them to do their jobs well and most of them work 2 _______ hard.

Sometimes I have to deal with 3 _______ small problems, for example, a person loses something important, or takes the wrong train.

Sometimes I have to help with 4 _______ big problems, for example, a person becomes ill or a train breaks down.

These people can be 5 _______ angry if their train is late.

We work in an 6 _______ busy station and people usually understand that there are sometimes problems.

2 Play the recording, and ask the students to complete the missing words.

REVIEW D SB pages 17-18 WB pages 11-14

LESSON 1 SB page 17

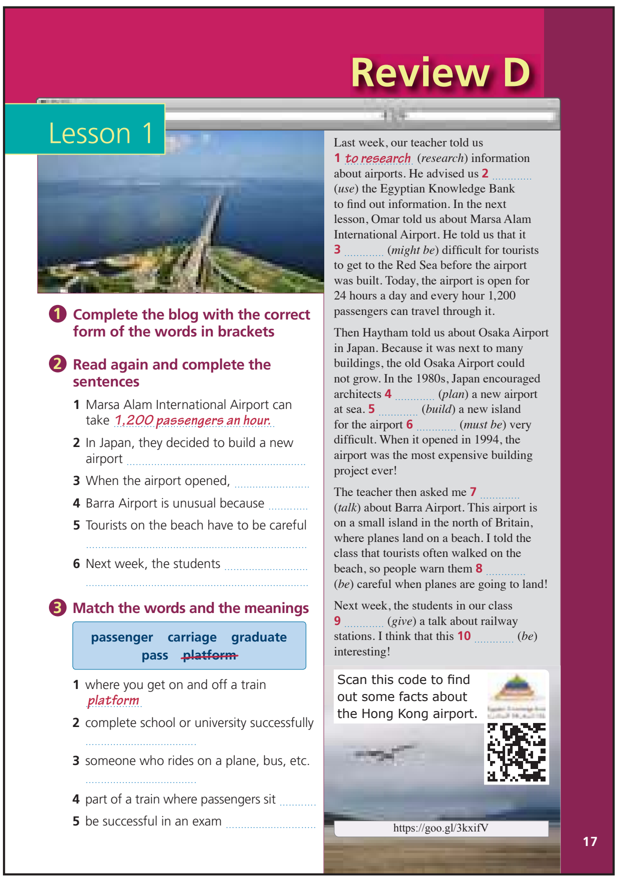
Outcome

- To review and practise the vocabulary and structures of Units 10–12

Before using the book:

- Ask the students what the themes of Module 4 were (*Travelling for work, Making the right choices, Transport workers*). Ask what they enjoyed learning about most and why.
- Elicit the grammar points they have practised (future forms: present simple and continuous; *might, must* and *should (not) have*; reporting statements and imperatives) and any of the rules that they remember.

SB Page 17


Review D

Lesson 1

Last week, our teacher told us **1** *to research* (*research*) information about airports. He advised us **2** .... (*use*) the Egyptian Knowledge Bank to find out information. In the next lesson, Omar told us about Marsa Alam International Airport. He told us that it **3** .... (*might be*) difficult for tourists to get to the Red Sea before the airport was built. Today, the airport is open for 24 hours a day and every hour 1,200 passengers can travel through it.

Then Haytham told us about Osaka Airport in Japan. Because it was next to many buildings, the old Osaka Airport could not grow. In the 1980s, Japan encouraged architects **4** .... (*plan*) a new airport at sea. **5** .... (*build*) a new island for the airport **6** .... (*must be*) very difficult. When it opened in 1994, the airport was the most expensive building project ever!

The teacher then asked me **7** .... (*talk*) about Barra Airport. This airport is on a small island in the north of Britain, where planes land on a beach. I told the class that tourists often walked on the beach, so people warn them **8** .... (*be*) careful when planes are going to land!

Next week, the students in our class **9** .... (*give*) a talk about railway stations. I think that this **10** .... (*be*) interesting!

1 Complete the blog with the correct form of the words in brackets

2 Read again and complete the sentences

1 Marsa Alam International Airport can take *1,200 passengers an hour.*
2 In Japan, they decided to build a new airport ....
3 When the airport opened, ...
4 Barra Airport is unusual because ....
5 Tourists on the beach have to be careful ....
6 Next week, the students ....

3 Match the words and the meanings

passenger carriage graduate pass ~~platform~~

1 where you get on and off a train *platform*
2 complete school or university successfully ....
3 someone who rides on a plane, bus, etc. ....
4 part of a train where passengers sit ....
5 be successful in an exam ....

Scan this code to find out some facts about the Hong Kong airport.

https://goo.gl/3kxifV

17

1 Complete the blog with the correct form of the words in brackets

1 Tell the students that they are going to review and consolidate what they have learned in Module 4.

2 Ask the students to look at the picture and text. Can they guess what it is about? Then ask them to read the text quickly without worrying about the gaps, to check their ideas.

3 Allow time for the students to read the text, and complete it with the correct forms of the verbs in brackets. Look at the example, and elicit why this is the correct form.

4 Elicit the answers from the class.

Answers:

2 to use	3 might have been
4 to plan	5 Building
6 must have been	7 to talk
8 to be	9 are giving/going to give
10 will be	

2 Read again and complete the sentences

1 Ask the students to read the sentences and try to complete them in pairs without referring back to the text.

2 Ask the class to read the text again more carefully and check their ideas.

3 Invite different students to give their answers, and to point to the part of the text where they found the information.

Answers:

2 at sea.
3 it was the most expensive building project ever.
4 the planes land on a beach.
5 when planes are going to land.
6 are giving/going to give a talk about railway stations.

3 Match the words and the meanings

1 Ask the students to look at the words in the box and the example.

2 Students then complete the task in pairs.

3 Check answers by asking different students to read out the completed sentences.

Answers:

2 graduate   3 passenger   4 carriage   5 pass

Internet search

1 Read out the instruction and ask the students if they know anything about Hong Kong airport.

2 Now tell the students that they are going to do an internet search to find out some facts about it. They can scan the QR code with their phones to access the link within the Egyptian Knowledge Bank (or type in the address if they are unable to scan the code).

3 The research can be done in class, or as homework.

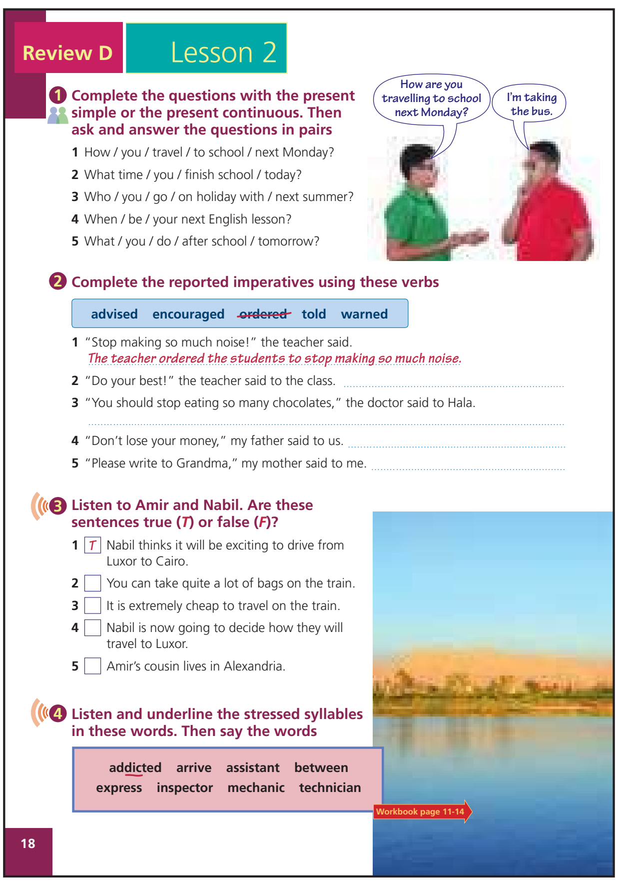
4 When they have carried out their research, ask the students to report their findings to the rest of the class.

LESSON 2 SB page 18

Outcome

- To review and practise the vocabulary and structures of Units 10–12

SB Page 18


Review D Lesson 2

1 Complete the questions with the present simple or the present continuous. Then ask and answer the questions in pairs

1 How / you / travel / to school / next Monday?
2 What time / you / finish school / today?
3 Who / you / go / on holiday with / next summer?
4 When / be / your next English lesson?
5 What / you / do / after school / tomorrow?

2 Complete the reported imperatives using these verbs

advised encouraged ~~ordered~~ told warned

1 "Stop making so much noise!" the teacher said.
The teacher ordered the students to stop making so much noise.
2 "Do your best!" the teacher said to the class. ....
3 "You should stop eating so many chocolates," the doctor said to Hala. ....
4 "Don't lose your money," my father said to us. ....
5 "Please write to Grandma," my mother said to me. ....

3 Listen to Amir and Nabil. Are these sentences true (*T*) or false (*F*)?

1 [*T*] Nabil thinks it will be exciting to drive from Luxor to Cairo.
2 [ ] You can take quite a lot of bags on the train.
3 [ ] It is extremely cheap to travel on the train.
4 [ ] Nabil is now going to decide how they will travel to Luxor.
5 [ ] Amir's cousin lives in Alexandria.

4 Listen and underline the stressed syllables in these words. Then say the words

addicted arrive assistant between
express inspector mechanic technician

Workbook page 11-14

18

1 Complete the questions with the present simple or the present continuous. Then ask and answer the questions in pairs

1 Ask two students to read out the example in speech bubbles, and check that the students understand the task. With weaker classes, you may like to elicit the next answer too, and write it on the board.

2 Students complete the task and then ask and answer in pairs.

3 Invite different pairs of students to ask and answer the questions for the class to check.

Answers:

2 What time do you finish school today? I/we finish at …
3 Who are you going on holiday with next summer? I'm going with …
4 When is your next English lesson? It is at …
5 What are you doing after school tomorrow? I'm … -ing …

2 Complete the reported imperatives using these verbs

1 Ask the students to read the example sentence.

2 The students complete the exercise individually and check their answers in pairs. Then check the answers as a whole class.

Answers:

2 encouraged the class to do their best.
3 advised Hala to stop eating so many chocolates.
4 warned us not to lose our money.
5 told me to write to Grandma.

3 Listen to Amir and Nabil. Are these sentences true (*T*) or false (*F*)?

1 Ask the students to read the sentences and decide in pairs whether they think they are true or false.

2 Play the recording for students to listen and check their ideas.

3 Students compare answers with their partner.

4 Check answers with the whole class, and play the recording again if necessary. Ask students to correct the false sentences.

Tapescript

Amir: *Nabil, have you decided where you are going on holiday this summer yet?*

Nabil: *Well, my parents and I have looked at some interesting destinations and my uncle has encouraged us to go to Luxor. He told us that Luxor is a great place, but we can't decide on how to get there from Cairo.*

Amir: *What are you thinking of?*

Nabil: *We are planning to either go by train or drive. I think it will be much slower to drive, but I also think it'll be more exciting. For example, we can stop at different places on the way.*

Amir: *How long does it take to drive?*

Nabil: *It takes about twelve hours. Why?*

Amir: *I don't think I could sit in a car for so long. I prefer being on a train.*

Nabil: *The train is faster, but sometimes the train is late and you can't take many bags on the train. Sometimes the stations are busy, too. Last time we had to wait to buy our tickets and the train almost left without us!*

Amir: *That must have been difficult! I'm going to Aswan next week and I was advised to be at the station thirty minutes before the train leaves to buy a ticket. How much do the train tickets cost?*

Nabil: *A train ticket is quite expensive, although you have special prices with a railcard.*

Amir: *I see, so it is probably cheaper to drive.*

Nabil: *Yes, it is. You can take more bags in the car, too.*

Amir: *I think that you've made your decision then.*

Nabil: *Yes, I know what I want to do, but my parents are going to decide. Why don't you come with us? We'll have a great time.*

Amir: *Sorry, I can't come because my cousin has invited me to visit him in Alexandria.*

Nabil: *Your cousin Omar?*

Amir: *Yes, he told me to visit because I haven't seen him for so long.*

Nabil: *You'll enjoy visiting him. It's really nice in Alexandria.*

Answers:

2 F (You can't take many bags on the train.)
2 F (It is cheaper to drive.)
3 F (His parents are going to decide.)
4 T

4 Listen and underline the stressed syllables in these words. Then say the words

1 Ask the students to look at the words and check the meanings.

2 Ask the students to decide which syllable is stressed in each word. Then play the recording for them to listen and check.

3 Check the answers, then say each word aloud, encouraging the students to repeat each word.

Tapescript

addicted
arrive
assistant
between
express
inspector
mechanic
technician

Answers:

ar<u>rive</u>
as<u>sist</u>ant
be<u>tween</u>
ex<u>press</u>
in<u>spec</u>tor
me<u>chan</u>ic
tech<u>nic</u>ian

Practice Test 4a

A Language Functions

1 Finish the following dialogue:

A man is buying a ticket at a train station.

Man: Good morning. **1** Can I book a ticket to Luxor, please? .
Assistant: To Luxor? Of course. **2** Would you like a single or a return ?
Man: A return, please. I'm coming back on Tuesday.
Assistant: That's LE100. The next train leaves in 30 minutes.
Man: **3** Could you tell me which platform the train leaves from ?
Assistant: The train leaves from platform 2.
Man: **4** Platform 2? Thank you very much .

2 Write what you would say in each of the following situations:

1 You have just finished the hardest test that you have ever done. Your mother asks you how the test was.
It was extremely/incredibly difficult.

2 You are taking a bus from Cairo to Alexandria. You want to know how long you will spend on the bus.
How long does the bus take?

3 You wanted to go to the beach today, but your parents say that it is too windy.
I wish that it was not windy./What a pity that it is windy.

B Reading Comprehension

3 Read the following, then answer the questions:

Hi Ragab

I am very sorry that I didn't come to your house yesterday. I'll tell you why. I left home to catch the bus at four o'clock. The bus broke down and did not arrive, so I waited for the next one, which was at half past four. The bus arrived, but before I got on the bus, an old man came out of a shop. He was carrying some heavy bags. The bus driver told me to help him with his bags. He thought that the man wanted to get on the bus. I offered to help him, but he asked me to carry the bags to his car. I carried his bags and put them in his car *boot*. I did not catch the bus at half past four. I was too late to go to your house so I didn't wait for the five o'clock bus. I was not happy when I got home, but my father told me that I was kind to help the old man.

Best wishes

Taha

1 Why didn't Taha catch the bus at four o'clock?
Because the bus broke down and did not arrive.

2 Why do you think that the bus driver did not wait for Taha?
Because Taha spent a long time helping the old man with his bags.

3 Why was Taha not happy when he went home?
Because it was too late to go to Ragab's house.

4 What does the underlined word one refer to?
a Ragab's house **b** Taha's house
c the next bus (circled) **d** the bus at five o'clock

5 What do you think the word *boot* means?
a a space for bags in a car (circled) **b** a kind of boat
c a kind of car **d** a place to keep cars

C The Reader

4 a. Match column A with column B:

A	B
1 Black Beauty	a liked the latest fashion.
2 Ginger	b was the horse Lady Anne liked to ride.
3 York	c said, "If they don't tighten the reins more, I will do what they ask me."
4 Lady Smythe	d was much smaller than Earl Smythe's house at Earlshall Park.
	e was Earl Smythe's helper.

(Answers: 1 – c, 2 – b, 3 – e, 4 – a)

b. Answer the following questions:

1 In what ways was Earlshall Park better than Birtwick Park?
It was bigger and more modern.
2 Why did Lady Smythe use special reins to keep the horses' heads held high?
Because it was the latest fashion.
3 Why was it very difficult for the horses to pull the carriage up a hill?
Because they could not put their heads down when they were wearing the reins.
4 Do you think that Ginger was right to start to kick? Why / Why not?
Suggested: Yes, because she was very uncomfortable./No. She should have worked hard like Black Beauty.
5 How do we know that York cared about Ginger and Black Beauty?
We know that York cared about them because he was angry that they wore the special reins. He helped them when they were hurt.

D Usage and Writing

5 Choose the correct answer from a, b, c or d:

1 Ayten told me she .... early the next day on a trip.
a is leaving **b** left **(c)** was leaving **d** will leave
2 Mona looks very happy. She .... done well in the exam.
a mustn't have **(b)** must have **c** would have **d** should have
3 The teacher asked us .... talk.
a don't **b** not **(c)** not to **d** no
4 What is the .... of the number 10 bus?
a arrival **(b)** destination **c** meeting **d** stop
5 Some students work in the holidays to .... some money.
a spend **b** lose **c** give **(d)** earn
6 Egypt can be .... hot in August.
a special **b** excellent **(c)** especially **d** specialised

6 Rewrite the following sentences using the word(s) in brackets to give the same meaning:

1 "Stand up, please," the teacher said to Ali. (ordered) *The teacher ordered Ali to stand up.*
2 Sami was cold last night. He wore a coat. (must) *Sami must have been cold last night. He wore a coat.*
3 Amr's arm hurts. Perhaps he broke it. (might) *Amr might have broken his arm.*

7 Write a paragraph of seven (7) sentences on one of the following:

- some useful advice a teacher or friend has given you
- the importance of vocational schools

Students' own answers

Practice Test 4b

Module 4

A Language Functions

1 Finish the following dialogue:

Nevine and Lamia are at the ticket office of a museum.

Assistant: Unfortunately, the museum is closed today.
Nevine: Oh no. **1** *What a pity* .... ! I didn't know that.
Assistant: Didn't you look at the website? It has all the times there.
Lamia: **2** I'll look next time.
When are you open/When can we visit the museum .... ?
Assistant: You can come any other day, but I don't recommend Saturday.
Lamia: **3** *Why shouldn't we visit on Saturday* .... ?
Assistant: Because it is difficult to see things since there are so many people!
Lamia: **4** *Perhaps we can come tomorrow.* ....
Assistant: Tomorrow is perfect.

2 Write what you would say in each of the following situations:

1 You visited England in the winter. It was the coldest place that you have been. A friend asks you what the weather was like.
It was incredibly/extremely cold. ....

2 You want to book a ticket for the train from Cairo to Luxor. You are coming back on Thursday.
Can I book a return ticket to Luxor, please? ....

3 You see a news report about poor people who live in Asia. You would like to be able to help them.
I wish that I could help these people. ....

B Reading Comprehension

3 Read the following, then answer the questions:

In the last few years, I have travelled on some of the world's longest train journeys. First, I went on the longest train journey in the world. Taking nearly a week, it goes from Moscow to the east of Russia. My mother thought that I would be bored, but I loved it. Then a friend advised me to take the train from Shanghai to Lhasa in China. It takes about two days. People warned me that the train goes incredibly high into the mountains and it can be difficult to breathe, but I had no problems. Finally, I travelled in Australia from Perth to Sydney. Taking the world's straightest railway for four days was *unforgettable*. I travelled on my own. However, I have encouraged some of my friends to come with me next time.

1 How long is the world's longest train journey? *It takes nearly a week.* ....

2 Why do you think that his mother thought he would be bored?
Because it is a very long journey and there might not be very much to do on the train. ....

3 What does the underlined word it refer to? *The train from Shanghai to Lhasa.* ....

4 What do you think the word *unforgettable* means?
(**a**) easy to remember **b** easy to forget **c** boring **d** not nice

5 This passage is about ....
a the journey from Moscow to the east of Russia (**b**) train journeys
c the trouble with travelling **d** the journey in Australia

C The Reader

4 a. Match column A with column B:

A		B	
1	Black Beauty	a	was accused of stealing the horses' food.
2	Mr Barry	b	suggested buying good food for Black Beauty for a few weeks.
3	Mr Barry's friend	c	said, "If they cannot pull a carriage, we must sell them."
4	Filcher	d	was a rich man who bought Black Beauty.
		e	was taken to a market for horses.

b. Answer the following questions:

1 What was the problem with the reins that Lady Smythe wanted the horses to wear?
They were very uncomfortable and it was difficult to pull a carriage up a hill with them on.
2 How did Ginger and Black Beauty become hurt? *They fell to the ground and had to be cut from the carriage.*
3 Do you think that Black Beauty was angry with Ginger because he was hurt? Why? / Why not? *Suggested: No because he realised that Ginger only did this because the reins were uncomfortable.*
4 What did Filcher do with Black Beauty's food? *He took it home to give to his rabbits.*
5 Why do you think that Earl Smythe said that he might not get much money for Ginger?
Because Ginger's knees were badly damaged. She also does not always do what her owners want.

D Usage and Writing

5 Choose the correct answer from a, b, c or d:

1 The train to Damietta .... at ten past eleven.
a leave **(b)** leaves **c** leaving **d** will

2 You .... seen Omar at school yesterday. You sat next to him!
a might have **b** shouldn't have **c** might not have **(d)** must have

3 I encouraged my younger brother .... hard.
(a) to work **b** work **c** works **d** working

4 We didn't have much money so we bought .... class tickets.
a first **b** express **c** stopping **(d)** economy

5 It is sad that some people become .... to computer games.
a upset **b** successful **(c)** addicted **d** hard

6 My uncle is the .... of a factory. He gives instructions to the workers.
a captain **(b)** manager **c** mechanic **d** secretary

6 Rewrite the following sentences using the word(s) in brackets to give the same meaning:

1 It is not possible that you saw Mona yesterday. She is in Paris. (can't)
You can't have seen Mona yesterday. She is in Paris.
2 "Look out, Ahmed! A car is coming," Nabil said. (warned) *Nabil warned Ahmed that a car was coming.*
3 I tried the fish at the restaurant, but I regret it. (shouldn't) *I shouldn't have tried the fish at the restaurant.*

7 Write an email of seven (7) sentences about one of the following:

- You were planning to meet your friends an hour ago, but they haven't arrived. What do you think might, must or should have happened?
- a situation when someone tried to persuade you to do something but you refused

Students' own answers

UNIT 13 At the observatory

SB pages 19–23 WB pages 15–17

Objectives

Grammar
Reported questions
Reading
Reading a website article about astronomy
Listening
Listening to an interview with an astronomer
Speaking
Asking polite questions
Writing
Writing interview questions

LESSON 1 SB page 19

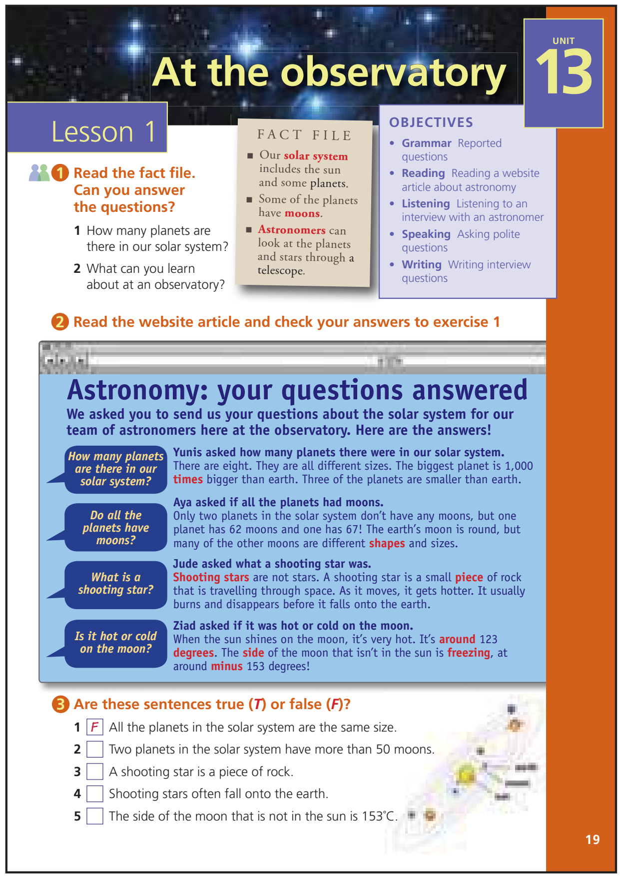
Outcomes

- To talk about the solar system
- To read an article about astronomy and answer questions

Before using the book:

- Write the title of the unit, *At the observatory*, on the board and elicit the meaning.
- Ask the students to work in small groups to discuss what an observatory is and what people do there (study the stars and planets).
- Have a short class discussion about astronomy and why the students think people are interested in the subject. Ask whether they like looking at the sky at night.

SB Page 19



At the observatory

UNIT 13

Lesson 1

1 Read the fact file. Can you answer the questions?

1 How many planets are there in our solar system?
2 What can you learn about at an observatory?

FACT FILE

- Our **solar system** includes the sun and some **planets**.
- Some of the planets have **moons**.
- **Astronomers** can look at the planets and stars through a **telescope**.

OBJECTIVES

- **Grammar** Reported questions
- **Reading** Reading a website article about astronomy
- **Listening** Listening to an interview with an astronomer
- **Speaking** Asking polite questions
- **Writing** Writing interview questions

2 Read the website article and check your answers to exercise 1

Astronomy: your questions answered

We asked you to send us your questions about the solar system for our team of astronomers here at the observatory. Here are the answers!

How many planets are there in our solar system?

Yunis asked how many planets there were in our solar system.
There are eight. They are all different sizes. The biggest planet is 1,000 **times** bigger than earth. Three of the planets are smaller than earth.

Do all the planets have moons?

Aya asked if all the planets had moons.
Only two planets in the solar system don't have any moons, but one planet has 62 moons and one has 67! The earth's moon is round, but many of the other moons are different **shapes** and sizes.

What is a shooting star?

Jude asked what a shooting star was.
Shooting stars are not stars. A shooting star is a small **piece** of rock that is travelling through space. As it moves, it gets hotter. It usually burns and disappears before it falls onto the earth.

Is it hot or cold on the moon?

Ziad asked if it was hot or cold on the moon.
When the sun shines on the moon, it's very hot. It's **around** 123 **degrees**. The **side** of the moon that isn't in the sun is **freezing**, at around **minus** 153 degrees!

3 Are these sentences true (*T*) or false (*F*)?

1 *F* All the planets in the solar system are the same size.
2 ☐ Two planets in the solar system have more than 50 moons.
3 ☐ A shooting star is a piece of rock.
4 ☐ Shooting stars often fall onto the earth.
5 ☐ The side of the moon that is not in the sun is 153°C.

19

1 Read the fact file. Can you answer the questions?

1 Draw attention to the Objectives box on page 19, which refers to the objectives of the unit, and explain in Arabic if necessary.

2 Ask the students to read the fact file. Check they understand the meaning of the new words in red.

3 Then ask them to work in small groups to discuss the questions.

4 Invite the different groups to share their ideas but do not confirm them at this point.

2 Read the website article and check your answers to exercise 1

1 Ask the students to look at the title of the article and ask them to predict the kind of information it will include.

2 Then ask them to read the article and check the answers to exercise 1. Check that they understand the new words in red.

3 Invite students to give the answers and identify the part of the text where they found the relevant information.

Answers: 1 There are eight.   2 You can learn about astronomy.

3 Are these sentences true *(T)* or false *(F)*?

1 Ask the students to read the statements and discuss them before referring back to the text to find the answers.

2 Invite different students to give their answers. Ask them to point to the part of the text where they found the answer.

3 Ask them whether they recognise any constellations of stars and ask them to draw their shapes on the board.

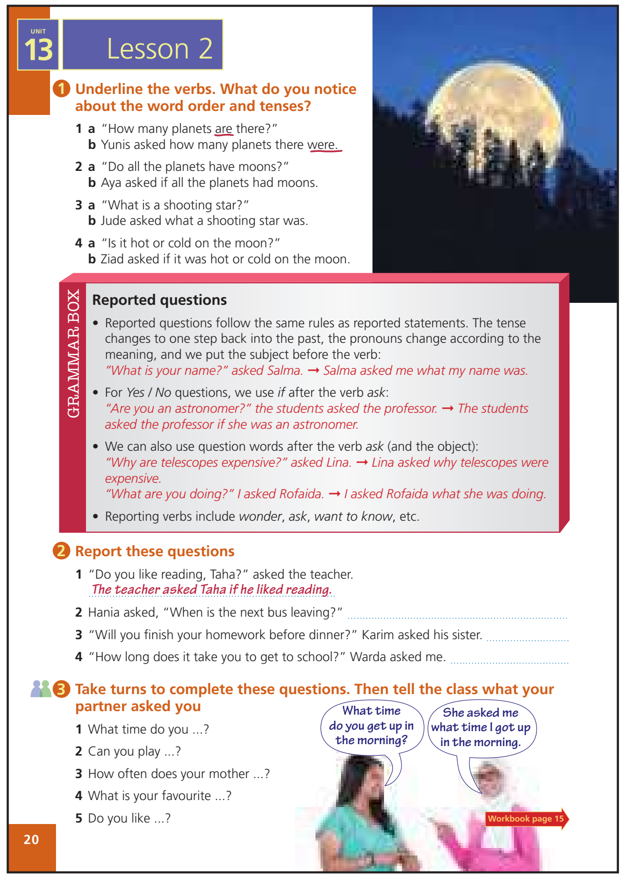
Answers: 2 T   3 T   4 F (They usually burn and disappear first.)   5 F (It is minus 153°C.)

LESSON 2 SB page20 WB page15

Outcomes

- To use reported questions

SB Page 20


UNIT 13 Lesson 2

1 Underline the verbs. What do you notice about the word order and tenses?

1 a "How many planets are there?"
b Yunis asked how many planets there were.

2 a "Do all the planets have moons?"
b Aya asked if all the planets had moons.

3 a "What is a shooting star?"
b Jude asked what a shooting star was.

4 a "Is it hot or cold on the moon?"
b Ziad asked if it was hot or cold on the moon.

GRAMMAR BOX

Reported questions

- Reported questions follow the same rules as reported statements. The tense changes to one step back into the past, the pronouns change according to the meaning, and we put the subject before the verb: *"What is your name?" asked Salma. → Salma asked me what my name was.*
- For *Yes / No* questions, we use *if* after the verb *ask*: *"Are you an astronomer?" the students asked the professor. → The students asked the professor if she was an astronomer.*
- We can also use question words after the verb *ask* (and the object): *"Why are telescopes expensive?" asked Lina. → Lina asked why telescopes were expensive.* *"What are you doing?" I asked Rofaida. → I asked Rofaida what she was doing.*
- Reporting verbs include *wonder, ask, want to know*, etc.

2 Report these questions

1 "Do you like reading, Taha?" asked the teacher.
The teacher asked Taha if he liked reading.

2 Hania asked, "When is the next bus leaving?" ....

3 "Will you finish your homework before dinner?" Karim asked his sister. ....

4 "How long does it take you to get to school?" Warda asked me. ....

3 Take turns to complete these questions. Then tell the class what your partner asked you

1 What time do you ...?
2 Can you play ...?
3 How often does your mother ...?
4 What is your favourite ...?
5 Do you like ...?

Workbook page 15

20

1 Underline the verbs. What do you notice about the word order and tenses?

1 Ask the students what they remember about reported statements and reported imperatives and ask them to provide some examples.

2 Write the direct speech from number 1a on the board and elicit the reported question form. Then ask students to read the example and check their ideas.

3 Ask them to copy the rest of the sentences into their notebooks and underline the verbs.

4 While they are working, write sentences 2–4 on the board and check answers by inviting different students to come to the board and underline the verbs.

5 Ask the students what they notice about the word order and tenses (the tense moves one step back in the past and the word order changes).

6 Write the direct speech questions in red from the Grammar box on the board and ask the students to work in small groups to write the reported questions.

7 Finally, ask the students to read the points in the Grammar box and check their ideas.

Answers:

2 a) "Do all the planets <u>have</u> moons?"
   b) Nevine asked if all the planets <u>had</u> moons.
3 a) "What <u>is</u> a shooting star?"
   b) Randa asked what a shooting star <u>was</u>.
4 a) "<u>Is</u> it hot or cold on the moon?"
   b) Mona asked if it <u>was</u> hot or cold on the moon.

2 Report these questions

1 Elicit the form and use of reported questions.

2 Students then report the questions using the appropriate form. Remind them to refer back to the Grammar box for help. Go round and monitor, helping where necessary.

3 Then invite different students to read out the reported questions.

Answers:

2 Hania asked when the next bus was leaving.
3 Karim asked his sister if she would help him with his homework.
4 Warda asked me how long it took me to get to school.

3 Take turns to complete these questions. Then tell the class what your partner asked you

1 Ask the students to make some suggestions for ways to complete the questions.

2 Then ask them to read the example in speech bubbles.

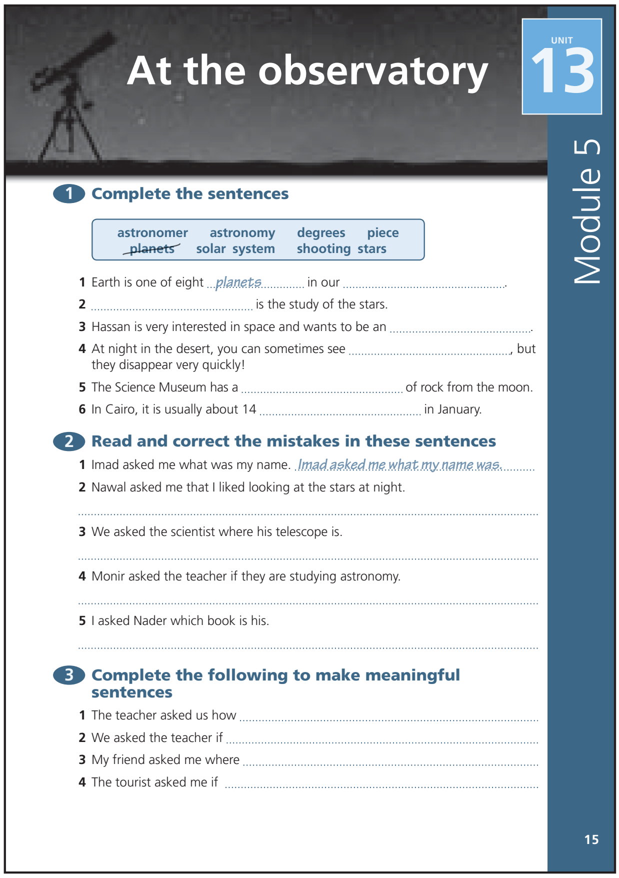
3 They then work in pairs, taking turns to complete the questions and report them.

4 Invite different students to ask and answer for the class to listen and check that the correct verb forms are used.

Answers:

Students' own answers

✎ **WB Page 15**


UNIT 13
Module 5

At the observatory

1 Complete the sentences

astronomer astronomy degrees piece
~~planets~~ solar system shooting stars

1 Earth is one of eight ...*planets*........... in our ....
2 .... is the study of the stars.
3 Hassan is very interested in space and wants to be an ....
4 At night in the desert, you can sometimes see ...., but they disappear very quickly!
5 The Science Museum has a .... of rock from the moon.
6 In Cairo, it is usually about 14 .... in January.

2 Read and correct the mistakes in these sentences

1 Imad asked me what was my name. .*Imad asked me what my name was.*.........
2 Nawal asked me that I liked looking at the stars at night.
....
3 We asked the scientist where his telescope is.
....
4 Monir asked the teacher if they are studying astronomy.
....
5 I asked Nader which book is his.
....

3 Complete the following to make meaningful sentences

1 The teacher asked us how ....
2 We asked the teacher if ....
3 My friend asked me where ....
4 The tourist asked me if ....

15

1 Complete the sentences

1 Elicit words connected to the solar system. Model the pronunciation of the words in the box for the students to listen and repeat after you.

2 Then ask them to complete the sentences using the words from the box.

3 Check the answers by inviting different students to read out the completed sentences.

Answers:

1 planets; solar system	2 Astronomy
3 astronomer	4 shooting stars
5 piece	6 degrees

2 Read and correct the mistakes in these sentences

1 Write the example with the mistake on the board. Ask the students to identify and correct the mistake.

2 Then ask them to complete the exercise in pairs. Remind them to think carefully about which verb form to use, and refer them back to the Grammar box on page 20 of the Student's Book to help them. Go round and monitor, helping where necessary.

3 Invite different students to read out the corrected sentences.

Answers:

2 Nawal asked me **if** I liked looking at the starts at night.
3 We asked the scientist where his telescope **was**.
4 Munir asked the teacher if they **were** studying astronomy.
5 I asked Nader if which book **was** his.

3 Complete the following to make meaningful sentences

1 Ask the students to look at the first incomplete sentence and to suggest how to complete it. Put some of their correct suggestions on the board.

2 Students then complete the remaining sentences in pairs. Go round and monitor, helping where necessary.

3 Invite different students to read their completed sentences to the class.

Example answers:

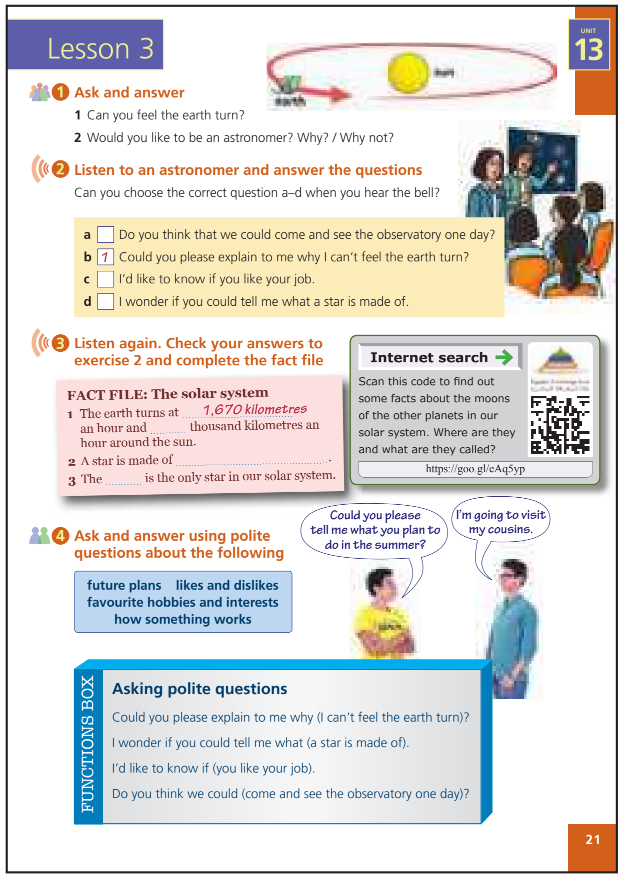
1 we knew the answer.
2 we had any homework.
3 I lived.
4 I knew a good restaurant near his/her hotel.

LESSON 3 SB page 21

Outcomes

- To talk about being an astronomer
- To listen to an astronomer talking about her work
- To carry out an internet search about the moons of planets in the solar system

SB Page 21



Lesson 3

UNIT 13

1 Ask and answer

1 Can you feel the earth turn?
2 Would you like to be an astronomer? Why? / Why not?

2 Listen to an astronomer and answer the questions

Can you choose the correct question a–d when you hear the bell?

a Do you think that we could come and see the observatory one day?
b 1 Could you please explain to me why I can't feel the earth turn?
c I'd like to know if you like your job.
d I wonder if you could tell me what a star is made of.

3 Listen again. Check your answers to exercise 2 and complete the fact file

FACT FILE: The solar system
1 The earth turns at 1,670 kilometres an hour and .... thousand kilometres an hour around the sun.
2 A star is made of ....
3 The .... is the only star in our solar system.

Internet search
Scan this code to find out some facts about the moons of the other planets in our solar system. Where are they and what are they called?
https://goo.gl/eAq5yp

4 Ask and answer using polite questions about the following

future plans likes and dislikes favourite hobbies and interests how something works

Could you please tell me what you plan to do in the summer?

I'm going to visit my cousins.

FUNCTIONS BOX

Asking polite questions

Could you please explain to me why (I can't feel the earth turn)?
I wonder if you could tell me what (a star is made of).
I'd like to know if (you like your job).
Do you think we could (come and see the observatory one day)?

21

1 Ask and answer

1 Ask the students to look at the diagram and tell you what it shows (the earth going around the sun).

2 Then ask them to read the questions and discuss them in small groups.

3 Ask the different groups to share their ideas.

Answers:

1 No, you can't.
2 Students' own answers

2 Listen to an astronomer and answer the questions

1 Tell the students that they are going to listen to an astronomer talking to some students. Ask them what they think the astronomer might talk about.

2 Ask them to read questions a–d. Explain that when they hear a bell in the recording, they should choose the correct question, which is missing from the recording.

3 Play the recording for them to listen and write the correct question numbers. The complete script is given in the next task.

Answers:

a 4 b 1 c 3 d 2

3 Listen again. Check your answers to exercise 2 and complete the fact file

1 Ask the students to read the fact file. Elicit possible answers.

2 Then play the recording again for them to listen and check their answers to exercise 2. The can then complete the missing information. Play the recording again if necessary.

3 Check the answers with the whole class.

Tapescript

Teacher:	*Thank you very much for that interesting talk about astronomy, Professor. Could you possibly answer some of the students' questions?*
Professor:	*Of course. What would they like to know?*
Girl 1:	*Could you please explain to me why I can't feel the earth turn?*
Professor:	*Yes, it is interesting that we can't feel the earth moving. The earth turns around itself at about 1,670 kilometres an hour and more than 100,000 kilometres an hour around the sun. The most important thing to remember about this is that when something is moving all time, you can't feel it, like when you are on a train. Are you following me?*
Girl 1:	*Yes, thank you Professor.*
Girl 2:	*I wonder if you could tell me what a star is made of?*
Professor:	*A star is made of gas. And here's another interesting fact about stars. Did you know that the sun is a star? It's the only star in our solar system.*
Girl 2:	*I didn't know that! Thank you, Professor.*
Teacher:	*Any more questions? Yes, Salma?*
Girl 3:	*I'd like to know if you like your job.*
Professor:	*Oh, I love my job, but like many astronomers these days, most of my working hours are in front of a computer. My favourite part of the job is when I use a telescope at an observatory, because then I look at the thousands of stars. It's a beautiful thing to see!*
Girl 4:	*Do you think that we could come and see the observatory one day?*
Professor:	*Yes, of course! Let me speak to your teacher and we'll see what we can do about a visit.*

Answers:

1 a hundred 2 gas 3 sun

4 Ask and answer using polite questions about the following

1 Ask the students to look at the questions in exercise 2. Point out that c and d do not have a question mark, but act like a question.

2 Then ask them to read the phrases in the Functions box.

3 Ask them to look at the topics in the box and the example in the speech bubbles. Elicit some ideas for questions about the topics and model the activity with a confident student.

4 The students then work in pairs to ask and answer questions in turn. Go round and monitor, helping where necessary. Remind them to use the phrases in the Functions box.

5 Invite different pairs of students to ask and answer for the class to listen and check correct usage of polite questions. Ask who they might use polite questions with (someone they don't know very well, or someone who is their superior, such as a teacher).

Answers:

Students' own answers

Internet search

1 Elicit the names of the planets. Draw a plan of the solar system on the board like the one on page 19 of the Student's Book, and ask the students to name the planets.

2 Ask them which planets they think have moons and tell them that they are going to carry out an internet search to find out more. They can scan the QR code with their phones to access the link within the Egyptian Knowledge Bank (or type in the address if they are unable to scan the code).

3 The research can be done in class, or as homework.

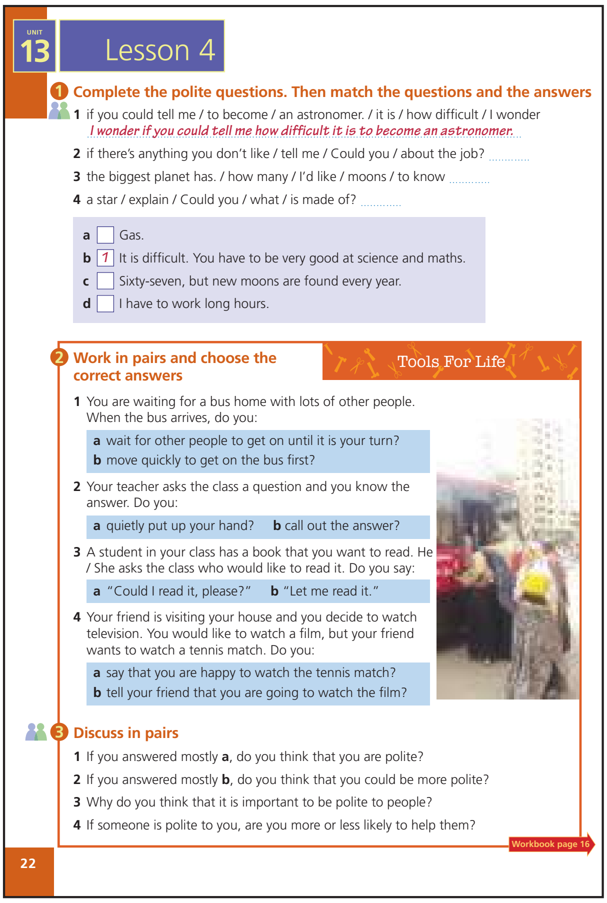
4 When they have carried out their research, ask the students to report their findings to the rest of the class. Ask whether their predictions were correct.

LESSON 4 SB page22 WB page16

Outcomes

- To practise using polite questions
- To do a quiz about politeness

SB Page 22



UNIT 13 Lesson 4

1 Complete the polite questions. Then match the questions and the answers

1 if you could tell me / to become / an astronomer. / it is / how difficult / I wonder
I wonder if you could tell me how difficult it is to become an astronomer.

2 if there's anything you don't like / tell me / Could you / about the job? ....

3 the biggest planet has. / how many / I'd like / moons / to know ....

4 a star / explain / Could you / what / is made of? ....

a [ ] Gas.
b [1] It is difficult. You have to be very good at science and maths.
c [ ] Sixty-seven, but new moons are found every year.
d [ ] I have to work long hours.

2 Work in pairs and choose the correct answers — Tools For Life

1 You are waiting for a bus home with lots of other people. When the bus arrives, do you:
  a wait for other people to get on until it is your turn?
  b move quickly to get on the bus first?

2 Your teacher asks the class a question and you know the answer. Do you:
  a quietly put up your hand? b call out the answer?

3 A student in your class has a book that you want to read. He / She asks the class who would like to read it. Do you say:
  a "Could I read it, please?" b "Let me read it."

4 Your friend is visiting your house and you decide to watch television. You would like to watch a film, but your friend wants to watch a tennis match. Do you:
  a say that you are happy to watch the tennis match?
  b tell your friend that you are going to watch the film?

3 Discuss in pairs

1 If you answered mostly **a**, do you think that you are polite?
2 If you answered mostly **b**, do you think that you could be more polite?
3 Why do you think that it is important to be polite to people?
4 If someone is polite to you, are you more or less likely to help them?

Workbook page 16

22

1 Complete the polite questions. Then match the questions and the answers

1 Write the prompts from the example on the board and construct the polite question as a class.

2 Then ask the students to complete the rest of the exercise in pairs.

3 Check the answers as a class and then ask them to match the questions and answers.

4 Ask each question in turn, and ask the class to respond with the appropriate answer.

Answers:

2 Could you tell me if there's anything you don't like about the job?
3 I'd like to know how many moons the biggest planet has.
4 Could you explain what a star is made of?
a 4 b 1 c 3 d 2

2 Work in pairs and choose the correct answers

1 Ask the students to read the first question and the options. Hold a class vote for those who would choose a or b.

2 Students read the rest of the questions and discuss their answers in pairs.

3 Ask who answered a and who answered b for each question.

Answers:

Students' own answers

3 Discuss in pairs

1 Ask the students whether they think they are polite and ask them to give reasons for their answers.

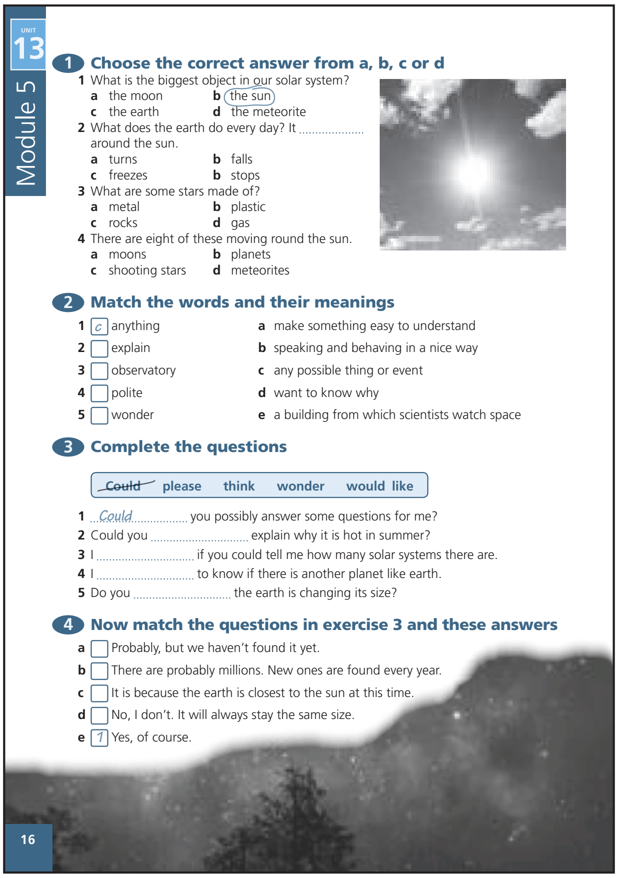
2 They discuss questions 1–4 in pairs. Go round and monitor, helping where necessary.

3 Invite the students to share their ideas. Ask how they feel when someone is not polite to them and then hold a short class discussion about the importance of being polite.

Example answers:

1 You are polite if you answered mostly a.
2 You could be more polite if you answered mostly b.
3 Because people will want to help you more if you are polite.
4 You are more likely to help them.

WB Page 16


UNIT 13

Module 5

1 Choose the correct answer from a, b, c or d

1 What is the biggest object in our solar system?
a the moon b the sun
c the earth d the meteorite
2 What does the earth do every day? It .... around the sun.
a turns b falls
c freezes b stops
3 What are some stars made of?
a metal b plastic
c rocks d gas
4 There are eight of these moving round the sun.
a moons b planets
c shooting stars d meteorites

2 Match the words and their meanings

1 [c] anything — a make something easy to understand
2 [ ] explain — b speaking and behaving in a nice way
3 [ ] observatory — c any possible thing or event
4 [ ] polite — d want to know why
5 [ ] wonder — e a building from which scientists watch space

3 Complete the questions

~~Could~~ please think wonder would like

1 ...Could............... you possibly answer some questions for me?
2 Could you .... explain why it is hot in summer?
3 I .... if you could tell me how many solar systems there are.
4 I .... to know if there is another planet like earth.
5 Do you .... the earth is changing its size?

4 Now match the questions in exercise 3 and these answers

a [ ] Probably, but we haven't found it yet.
b [ ] There are probably millions. New ones are found every year.
c [ ] It is because the earth is closest to the sun at this time.
d [ ] No, I don't. It will always stay the same size.
e [1] Yes, of course.

16

1 Choose the correct answer from a, b, c or d

1 Ask the students to look at the example and explain that they have to complete the rest of the exercise in the same way.

2 Check the answers with the whole class.

Answers:

2 a 3 d 4 b

2 Match the words and their meanings

1 Elicit new words that the students have learned in the unit so far.

2 Then say each of the words 1–5 in turn.

3 The students then complete the exercise in pairs.

4 Check the answers with the whole class.

Answers:

2 a 3 e 4 b 5 d

3 Complete the questions

1 Elicit phrases for asking polite questions.

2 Then ask the students to look at the example and complete the rest of the sentences with the words in the box.

3 Invite different students to read out the completed questions.

Answers:

2 please 3 wonder
4 would like 5 think

4 Now match the questions in exercise 3 and these answers

1 Ask the students to read the questions in exercise 3 again and match them with the answers.

2 Students complete the task in pairs.

3 Check the answers with the whole class.

Answers:

a 4 b 3 c 2 d 5 e 1

REVIEW SB page 23 WB page 17

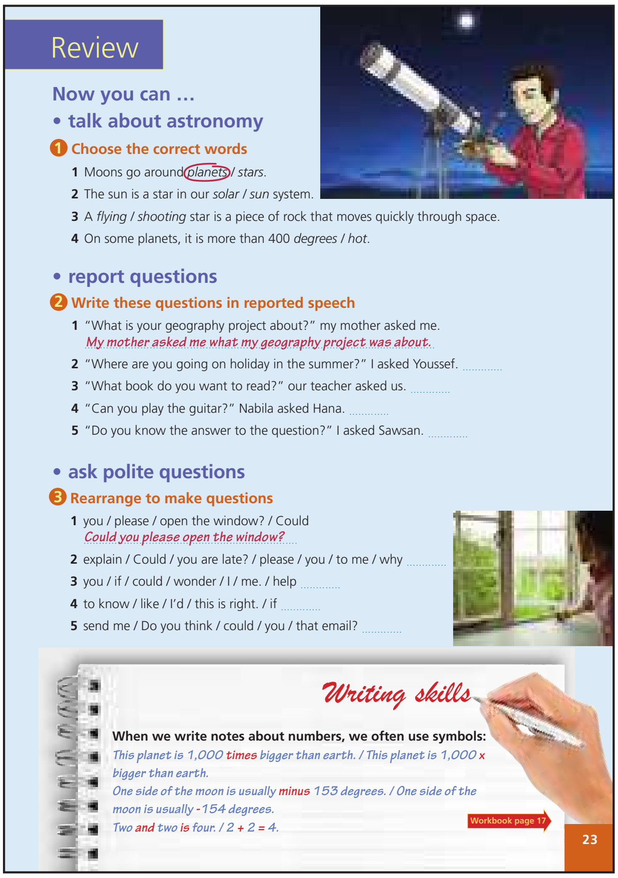
Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise writing skills

Before using the book:

- Write *At the observatory* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section, to see what they can remember.

SB Page 23



Review

Now you can …

• talk about astronomy

1 Choose the correct words

1 Moons go around planets / stars.
2 The sun is a star in our *solar* / *sun* system.
3 A *flying* / *shooting* star is a piece of rock that moves quickly through space.
4 On some planets, it is more than 400 *degrees* / *hot*.

• report questions

2 Write these questions in reported speech

1 "What is your geography project about?" my mother asked me.
My mother asked me what my geography project was about.
2 "Where are you going on holiday in the summer?" I asked Youssef. ....
3 "What book do you want to read?" our teacher asked us. ....
4 "Can you play the guitar?" Nabila asked Hana. ....
5 "Do you know the answer to the question?" I asked Sawsan. ....

• ask polite questions

3 Rearrange to make questions

1 you / please / open the window? / Could
Could you please open the window?
2 explain / Could / you are late? / please / you / to me / why ....
3 you / if / could / wonder / I / me. / help ....
4 to know / like / I'd / this is right. / if ....
5 send me / Do you think / could / you / that email? ....

Writing skills

When we write notes about numbers, we often use symbols:
This planet is 1,000 times bigger than earth. / This planet is 1,000 x bigger than earth.
One side of the moon is usually minus 153 degrees. / One side of the moon is usually -154 degrees.
Two and two is four. / 2 + 2 = 4.

Workbook page 17

23

1 Choose the correct words

1 Elicit words for the solar system.

2 Students then complete the exercise in pairs.

3 Go through the answers with the whole class.

Answers:

2 solar   3 shooting   4 degrees

2 Write these questions in reported speech

1 Write the example question on the board and elicit the reported question.

2 Then ask the students to complete the exercise, as in the example.

3 Invite different students to read out the reported questions.

Answers:

2 I asked Youssef where he was going on holiday in the summer.
3 Our teacher asked us what book we wanted to read.
4 Nabila asked Hana if she could play the guitar.
5 I asked Sawsan if she knew the answer to the question.

3 Rearrange to make questions

1 Elicit phrases for asking polite questions.

2 Then ask the students to write the questions as in the example.

3 Invite different students to read out the polite questions.

Answers:

2 Could you please explain to me why you are late?
3 I wonder if you could help me.
4 I'd like to know if this is right.
5 Do you think you could send this email?

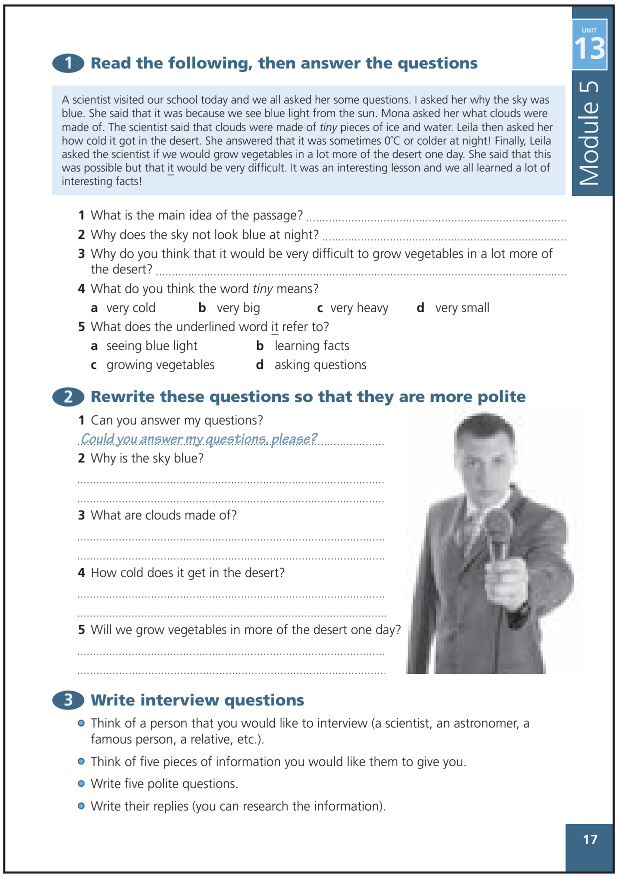
Writing skills

1 Ask the students to read the explanation and examples and to discuss the difference between the symbols x, -, + and =.

2 Write these simple sums on the board and check that students can answer them correctly. Encourage them to say the complete sum when they answer (for example, *four times two is eight*).

4 x 2 =   4 – 2 =   4 + 4 =

WB Page 17



UNIT 13

Module 5

1 Read the following, then answer the questions

A scientist visited our school today and we all asked her some questions. I asked her why the sky was blue. She said that it was because we see blue light from the sun. Mona asked her what clouds were made of. The scientist said that clouds were made of *tiny* pieces of ice and water. Leila then asked her how cold it got in the desert. She answered that it was sometimes 0°C or colder at night! Finally, Leila asked the scientist if we would grow vegetables in a lot more of the desert one day. She said that this was possible but that it would be very difficult. It was an interesting lesson and we all learned a lot of interesting facts!

1 What is the main idea of the passage? ....
2 Why does the sky not look blue at night? ....
3 Why do you think that it would be very difficult to grow vegetables in a lot more of the desert? ....
4 What do you think the word *tiny* means?
a very cold **b** very big **c** very heavy **d** very small
5 What does the underlined word it refer to?
a seeing blue light **b** learning facts
c growing vegetables **d** asking questions

2 Rewrite these questions so that they are more polite

1 Can you answer my questions?
Could you answer my questions, please?
2 Why is the sky blue?
3 What are clouds made of?
4 How cold does it get in the desert?
5 Will we grow vegetables in more of the desert one day?

3 Write interview questions

- Think of a person that you would like to interview (a scientist, an astronomer, a famous person, a relative, etc.).
- Think of five pieces of information you would like them to give you.
- Write five polite questions.
- Write their replies (you can research the information).

17

1 Read the following, then answer the questions

1 Ask the students to read the text individually and to answer the questions.

2 They can compare answers in pairs.

3 Check the answers with the class.

Answers:

1 It is about a scientist answering students' questions at a school.
2 Because we see blue light from the sun, but there is no sun at night.
3 Suggested: Because there is not much water and it is very hot in the desert.
4 d
5 c

2 Rewrite these questions so that they are more polite

1 Elicit the phrases for asking polite questions.

2 Students then complete the exercise, rewriting the questions to make them more polite. Point out that there are different ways to ask the questions.

3 Invite different students to read out the rewritten questions, and accept all correct alternatives.

Example answers:

2 Could you please explain to me why the sky is blue?
3 I wonder if you could tell me what clouds are made of.
4 I'd like to know how cold it gets in the desert.
5 Do you think that we will grow vegetables in more of the desert one day?

3 Write interview questions

1 Ask the students to think about someone they would like to interview. Elicit some suggestions of the kinds of information they would like to find out from the person.

2 Students then plan their writing using the instructions to help them. Remind them to use polite question forms.

3 They should write in their notebooks. Go round and monitor while the students work, making suggestions where necessary. When they have finished, ask them to exchange their questions with a partner to read and check the spelling and grammar.

4 Finally, invite different students to read out their questions. Ask the rest of the class to predict the answers and ask the students to carry out research to find the information and write the replies.

Answers:

Students' own answers

Assessment

Speaking task

Outcome: to ask polite questions

Use SB p21, Functions box

1 Write the following ideas on the board: *what time the bus leaves; where the station is; how to use a mobile phone; what someone's favourite school subject is; what someone likes doing in their free time*.
2 Ask the students to make polite questions for their partner to answer. Assess them on accurate use of polite questions.

Reading task

Outcome: to understand a text about astronomy

Use SB p19, exercise 2 text

1 Write the following questions on the board: *1 How big is the biggest planet in our solar system compared to the earth? 2 Do all the planets have moons? 3 What usually happens to shooting stars before they reach the earth? 4 What temperature is the side of the moon which is nearest the sun?*
2 Ask the students to read the text again and answer the questions.
3 Check the answers as a class.

Writing task

Outcome: to use reported questions

1 Ask the students to think of three questions to ask their partner about their hobbies. The students make a note of the questions they are asked. They then write reported questions.
2 Invite student pairs to read out their direct and reported questions.

Listening task

Outcome: to understand polite questions

Use the tapescript for SB p21, exercises 2 and 3

1 Write the following extracts from the tapescript on the board, leaving blanks as shown:
   1 _______ possibly answer some of the students' questions?
   2 What _______ to know?
   3 _______ that the sun is a star?
2 Play the recording for the students to complete the missing phrases.
3 Check the answers.

UNIT

14 Wonders of the world

SB pages 24–28 WB pages 18–20

Objectives

Grammar
The present perfect passive
Reading
Reading about the wonders of the world
Listening
Listening to a conversation about buildings
Speaking
Asking for opinions; agreeing and disagreeing
Writing
Writing about a visit to a wonder of the world

LESSON 1 SB page 24

Outcomes

- To talk about the wonders of the world
- To read an article about the wonders of the world

Before using the book:

- Explain what a *wonder* is. Write the title of the unit, *Wonders of the world*, on the board and ask the students to tell you what they think this means and what they will study in the unit.

SB Page 24



UNIT 14 Wonders of the world

Lesson 1

OBJECTIVES

- **Grammar** The present perfect passive
- **Reading** Reading about the wonders of the world
- **Listening** Listening to a conversation about buildings
- **Speaking** Asking for opinions; agreeing and disagreeing
- **Writing** Writing about a visit to a wonder of the world

1 Ask and answer

Can you name any of the seven wonders of the ancient world?

2 Read the newspaper article and check your answers to exercise 1

3 Complete the sentences

dome marble minarets ~~monument~~

The Taj Mahal is a **1** *monument* in India.
The **2** .... is made of **3** ....
It has tall **4** ....

New wonders of the world

Long ago, the ancient Greeks wrote a list of seven amazing places in the world. The places they chose were statues, a temple in Greece and a **monument** in Turkey, as well as the **Hanging** Gardens of Babylon in Iraq, the Great Pyramid at Giza and the Lighthouse of Alexandria.

Only one of the original wonders of the ancient world is still standing: the Great Pyramid at Giza. Now a new list of wonders has been written. In 1999, people all over the world were asked to suggest seven new places. It took six years to make the decision, but now the final seven places have been chosen. The Great Pryamid of Giza stays on the new list as a special eighth wonder!

The Taj Mahal in India is one of the places on the new list. It is a white **marble** monument, built in 1632 by the **ruler** of India to remember his wife. The monument was completed in 1648, but it took another five years to complete the **fountains** and gardens around it.

The Taj Mahal, with its beautiful white **dome** and four **minarets**, has been visited by millions of people since it was built. Unfortunately, it has been damaged by pollution. For this reason, the Taj Mahal has now been added to UNESCO's list of protected monuments. UNESCO helps to look after important sites, and it is hoped that it will preserve the Taj Mahal, too.

4 Answer the questions

1 How were the new wonders of the world chosen?
2 Which original wonder of the world is still on the list?
3 Why did the ruler of India build the Taj Mahal?
4 Why does the Taj Mahal need to be protected?
5 What does UNESCO do?

24

1 Ask and answer

1 Draw attention to the Objectives box on page 24, which refers to the objectives of the unit, and explain in Arabic if necessary.
2 Read out the question and invite responses from the class. List their answers on the board.
3 Tell them that they will find out more in exercise 2.

2 Read the newspaper article and check your answers to exercise 1

1 Allow time for the students to read the text quickly – tell them not to worry about understanding every word.
2 Elicit the wonders referred to in the text, and compare them with the list on the board from the previous exercise. Tell the students they will find out more about the seven ancient wonders when they carry out their internet search in a later lesson.

Answers:

In the text: Statues, a temple and a monument in Greece and Turkey, the Hanging Gardens of Babylon, the Great Pyramid and the Lighthouse of Alexandria

3 Complete the sentences

1 Read out the example sentence and check that the students agree that *monument* is the correct answer.

2 Students read the text again and complete the task in pairs.

3 Check the answers as a whole class.

Answers:

2 dome 3 marble 4 minarets

4 Answer the questions

1 Ask the students to read the questions and try to answer them in pairs without referring back to the text. Invite them to share their ideas.

2 Ask the class to read the text again more carefully and to find the answers to the questions. Help them with the meaning of the words in red.

3 Invite different students to give their answers and to point to the part of the text where they found the information.

4 Ask the students to read the text again and help them with any queries.

Answers:

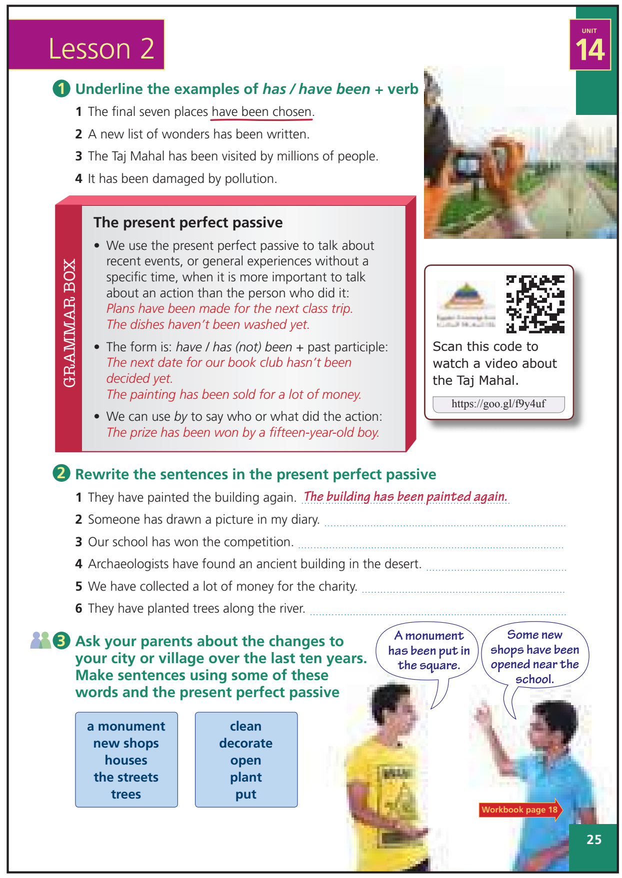
1 People all over the world were asked to suggest seven new places.
2 the Great Pyramid at Giza
3 He built it to remember his wife.
4 It has been damaged by pollution.
5 It helps to look after important sites in the world.

LESSON 2 SB page25 WB page18

Outcomes

• To use the present perfect passive correctly

SB Page 25



Lesson 2

UNIT 14

1 Underline the examples of *has / have been* + verb

1 The final seven places have been chosen.
2 A new list of wonders has been written.
3 The Taj Mahal has been visited by millions of people.
4 It has been damaged by pollution.

GRAMMAR BOX

The present perfect passive

- We use the present perfect passive to talk about recent events, or general experiences without a specific time, when it is more important to talk about an action than the person who did it:
Plans have been made for the next class trip.
The dishes haven't been washed yet.
- The form is: *have / has (not) been* + past participle:
The next date for our book club hasn't been decided yet.
The painting has been sold for a lot of money.
- We can use *by* to say who or what did the action:
The prize has been won by a fifteen-year-old boy.

Scan this code to watch a video about the Taj Mahal.
https://goo.gl/f9y4uf

2 Rewrite the sentences in the present perfect passive

1 They have painted the building again. *The building has been painted again.*
2 Someone has drawn a picture in my diary. ....
3 Our school has won the competition. ....
4 Archaeologists have found an ancient building in the desert. ....
5 We have collected a lot of money for the charity. ....
6 They have planted trees along the river. ....

3 Ask your parents about the changes to your city or village over the last ten years. Make sentences using some of these words and the present perfect passive

a monument new shops houses the streets trees	clean decorate open plant put

Workbook page 18

25

1 Underline the examples of *has/have been* + verb

1 Read the example together. Then allow time for the students to read the Grammar box. Go round and answer any queries.

2 Ask the students to copy sentences 2–4 into their notebooks and underline *has/have been* + verb in each one.

3 Elicit from the class how the present perfect is formed (the present perfect of *be* + past participle).

Answers:

2 A new list of wonders has been written.
3 The Taj Mahal has been visited by millions of people.
4 It has been damaged by pollution.

2 Rewrite the sentences in the present perfect passive

1 Ask the students to read the example and check that they understand what to do.

2 Students then complete the rest of the task with a partner, referring back to the Grammar box if necessary.

3 Invite different students to read out the sentences. Ask the rest of the class to say whether they are correct and, if not, to correct them.

Answers:

2 A picture has been drawn in my diary (by someone).
3 The competition has been won by our school.
4 An ancient building has been found in the desert (by archaeologists).
5 A lot of money has been collected for the charity (by us).
6 Trees have been planted along the river.

3 Ask your parents about the changes to your city or village over the last ten years. Make sentences using some of these words and the present perfect passive

1 Allow time for the students to read the instructions and the ideas in the box.

2 Ask a student to read out the speech bubble.

3 Students can ask their parents about the changes for homework, then report back during the next lesson.

4 When they are ready, students make sentences using the present perfect passive and some or all of the ideas in the box (and possibly their own ideas too). Go round and monitor while they are working, helping where necessary.

5 Finally, invite different students to read their sentences to the class. Encourage a class discussion; make sure they use the present perfect passive.

Example answers:

New shops have been opened.
Some of the houses have been decorated.
The streets have been cleaned.
Trees have been planted in the park.

Video

1 Read out the instruction and ask the students what they remember about the Taj Mahal.

2 Now tell the students that they are going to watch a video about the Taj Mahal. They can scan the QR code with their phones to access the link within the Egyptian Knowledge Bank (or type in the address if they are unable to scan the code).

3 When they have watched the video, ask them what they have learned.

WB Page 18



UNIT 14 Wonders of the world

Module 5

1 Match the words and their meanings

1 [e] Greece — a something that is built to remind people of an important event or person
2 dome — b a very hard white, black or pink rock used for building
3 marble — c a tall, thin tower
4 minaret — d a person like a king who can tell people what to do
5 monument — e a country between Italy and Turkey
6 ruler — f the top of a building that is the shape of half a circle

2 Write what you would say in each of the following situations using the present perfect passive

1 Your mother asks if you have finished cleaning the kitchen. The dishes are not clean yet.
2 Your friend asks you when the book club will meet.
3 A friend asks you who won the sports competition this afternoon. Your brother's school won it.

3 Complete the sentences using the present perfect passive of the verbs in brackets

1 We have been taught (*teach*) the present perfect in English.
2 What's the most expensive thing that .... (*buy*) at the market this week?
3 The students in my class .... (*not tell*) about the date of the exam yet.
4 Some buildings .... (*damage*) in the earthquake.
5 .... any trees .... (*plant*) in the park this year?

4 Write two sentences about the changes in your school over the last five years, using the present perfect passive

18

1 Match the words and their meanings

1 Read out the first word and check that the students agree that e is the matching definition (given as the example).

2 Allow time for the students to complete the task, and then check the answers as a whole class.

3 You could then ask the students to give examples of sentences that contain each of these words.

Answers:

2 f   3 b   4 c   5 a   6 d

2 Write what you would say in each of the following situations using the present perfect passive

1 Read out the sentence and elicit a suitable answer.

2 The students complete the exercise individually. Go round and check. Accept any reasonable answer.

3 Invite different students to read out their answers, and encourage other suggestions.

Sug stedn swers:

1 The dishes haven't been cleaned yet.
2 The date hasn't been decided/chosen yet./It has been decided that we will meet on …
3 The sports competition has been won by my brother's school.

3 Complete the sentences using the present perfect passive of the verbs in brackets

1 Ask the students to read the example sentence.

2 With weaker classes, complete the second sentence with the whole class.

3 The students complete the exercise individually and check their answers in pairs. Then check the answers as a whole class.

Answers:

2 has been bought	3 have not been told
4 have been damaged	5 Have/been planted

4 Write two sentences about the changes in your school in the last five years, using the present perfect passive

1 Read out the question, and elicit some initial ideas from the whole class. Note good suggestions on the board.

2 Put the students in pairs to discuss more ideas. Go round and monitor.

3 Invite several students to share ideas with the class and prompt them to make sentences using the present perfect passive.

4 Students write their sentences. Go round and check.

5 Invite volunteers to read out their sentences to the class.

Answers:

Students' own answers

LESSON 3 SB page 26

Outcomes

- To listen to a conversation about wonders of the world
- To practise asking for opinions and expressing agreement and disagreement
- To carry out an internet search about the seven wonders of the world

SB Page 26


UNIT 14 Lesson 3

1 Look at the pictures. Which are man-made wonders and which are natural wonders?

Wadi Rayyan waterfalls
The temple of Abu Simbel
The Sphinx
Siwa Oasis

2 Listen to Salma and Huda talking about the seven wonders of Egypt. Which two places do they agree should be on the list?

3 Listen again and complete the sentences

1 Huda thinks that all the places on the list *should be ancient wonders.*
2 Salma says that the Aswan High Dam is on the list, so why not ....
3 Huda thinks that the Citadel in Cairo ....
4 Huda thinks that the Suez Canal ....
5 Salma likes the Suez Canal, but prefers ....

4 Work in pairs

1 First, each student should write a list of the seven places that should be the seven wonders of Egypt.
2 Compare your list with your partner's. Ask for and give opinions about the places on your lists. Do you agree or disagree? Use expressions from the Functions box.

FUNCTIONS BOX

Asking for opinions
What do you think of (the Sphinx)?
How do you feel about (the Cairo Tower)?
Do you agree?
Expressing agreement
I couldn't agree with you more.
That's (exactly) how I feel.
You have a point there.
Expressing disagreement
I'm afraid I (totally) disagree.
I feel completely the opposite.

Internet search
Scan this code to find out what are the current seven wonders of the world, and what are the seven natural wonders of the world.
https://goo.gl/YRis4Q

26

1 Look at the pictures. Which are man-made wonders and which are natural wonders?

1 Ask students what they can remember about the wonders of the world they looked at in the first lesson.

2 Now read the instruction and allow time for the students to study the four photographs.

3 Check their answers as a class to make sure they understand the difference between *man-made* and *natural*.

Answers:

The temple of Abu Simbel and The Sphinx are man-made wonders, but the Wadi Rayyan waterfalls and the Siwa Oasis are natural wonders.

2 Listen to Salma and Huda talking the seven wonders of Egypt. Which two places do they agree should be on the list?

1 Read out the question, and remind the students to listen for general meaning and in particular for the answer to the question. Then play the recording.

2 Check their answers.

Tapescript

Salma: *What do you think of this list, Huda? It is a list of places that should be the seven wonders of Egypt. You can vote on which ones should be on the final list of seven places. It has the Pyramids of course, but it doesn't have the Cairo Tower. I think the Cairo Tower should be on the list.*

Huda: *I'm afraid I disagree, Salma! I think that all the places on the list should be ancient wonders like Abu Simbel, or natural wonders, such as the Wadi Rayyan waterfalls.*

Salma: *I totally disagree. The Aswan High Dam is on the list, and it's modern. So why not have the Cairo Tower?*

Huda: *Yes, you have a point there. Does it have the Citadel in Cairo? That's amazing.*

Salma: *I couldn't agree with you more. It's not on the list, but it should be.*

Huda: *How do you feel about the Sphinx? I think that should be on the list, too.*

Salma: *That's exactly how I feel. It's very ancient.*

Huda: *Now the Suez Canal should definitely be one of the man-made wonders. I'm happy that the Suez Canal is on the list. Do you agree?*

Salma: *I agree with you up to a point. It is fantastic, but I prefer ancient buildings like some of the other pyramids. So, shall we vote?*

Huda: *Yes, good idea.*

Answers:

They think that the Citadel in Cairo and the Sphinx should be on the list.

3 Listen again and complete the sentences

1 Ask the students what they remember from the recording they have just heard.

2 Allow time for them to read the incomplete sentences. Tell them they are going to hear the recording again and that they should not start the task until it is finished.

3 Play the recording for the students to listen and then complete the sentences.

4 Check answers as a whole class. If necessary, play the recording again.

Answers:

2 have the Cairo Tower?
3 is amazing.
4 should definitely be one of the man-made wonders.
5 ancient buildings, like some of the other pyramids.

4 Work in pairs

1 First, tell the students to read the Functions box carefully, and then read the speech bubbles.

2 Tell the students to think about seven places that should be wonders of Egypt. Give them time to write down their ideas.

3 In pairs, students compare their ideas. Then they ask for their partner's opinions, who agrees or disagrees, using expressions from the Functions box.

4 Go round and monitor and check they are using the expressions from the Functions box correctly.

5 Invite one or two more pairs to re-enact their conversations for the class.

Internet search

1 Read out the instruction and ask the students what they know about these wonders.

2 Now tell the students that they are going to do an internet search to find out more. They can scan the QR code with their phones to access the link within the Egyptian Knowledge Bank (or type in the address if they are unable to scan the code).

3 The research can be done in class, or as homework.

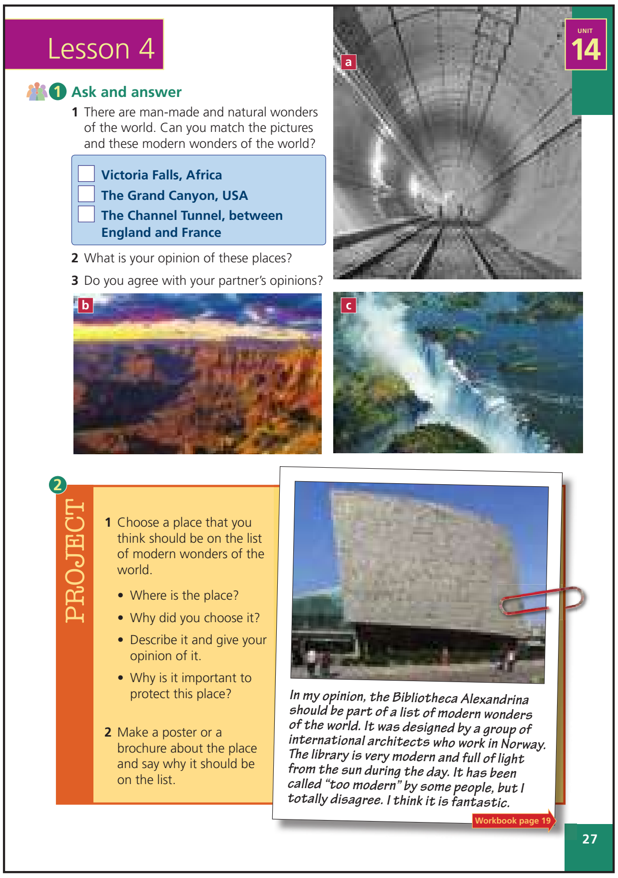
4 When they have carried out their research, ask the students to report their findings to the rest of the class.

LESSON 4 SB page 27 WB page 19

Outcomes

- To give and discuss opinions
- To plan and write a paragraph about a modern wonder of the world

SB Page 27


Lesson 4

UNIT 14

1 Ask and answer

1 There are man-made and natural wonders of the world. Can you match the pictures and these modern wonders of the world?

- Victoria Falls, Africa
- The Grand Canyon, USA
- The Channel Tunnel, between England and France

2 What is your opinion of these places?

3 Do you agree with your partner's opinions?

a b c

2 PROJECT

1 Choose a place that you think should be on the list of modern wonders of the world.

- Where is the place?
- Why did you choose it?
- Describe it and give your opinion of it.
- Why is it important to protect this place?

2 Make a poster or a brochure about the place and say why it should be on the list.

In my opinion, the Bibliotheca Alexandrina should be part of a list of modern wonders of the world. It was designed by a group of international architects who work in Norway. The library is very modern and full of light from the sun during the day. It has been called "too modern" by some people, but I totally disagree. I think it is fantastic.

Workbook page 19

27

1 Ask and answer

1 First, give the students time to look at the three photos. These pictures show some more wonders of the world, as well as modern wonders.

2 Read out the first question and elicit the answers.

3 Students then work in pairs to answer questions 2 and 3. Go round and monitor.

4 Invite different students to report back to the class – do they agree with their partners? Why/ Why not?

Answers:

1 a The Channel tunnel b The Grand Canyon c The Victoria Falls
2 and 3 Students' own answers

2 Project

1 Read out the first instruction and the questions. Invite suggestions of places from the class. Note down good ideas on the board.

2 Then allow time for the students to read the example text and help them with any questions. They can use this text as a model.

3 In pairs, students discuss ideas and choose a place. Tell them look at the questions and make notes. Go round and offer suggestions if necessary.

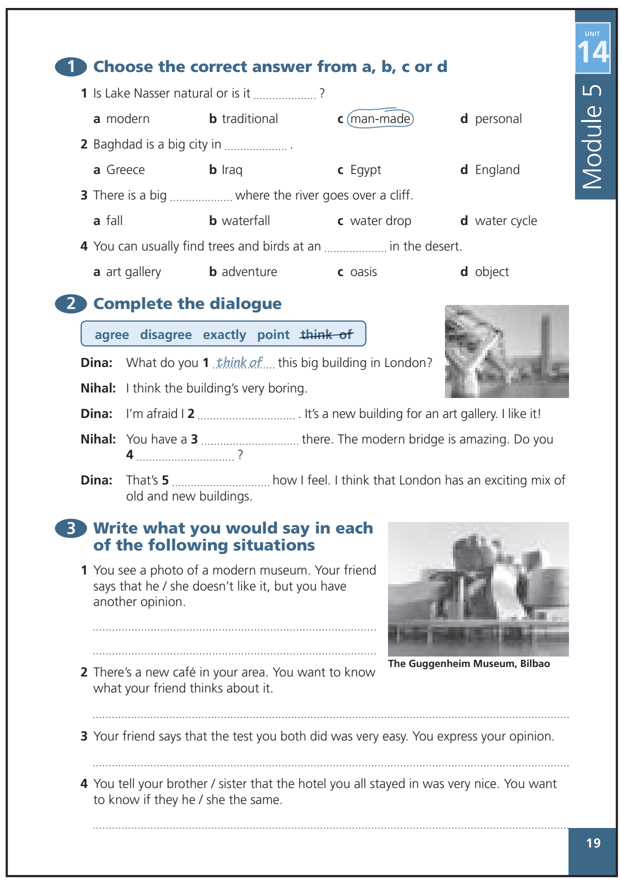
4 Students write their paragraphs, answering all the questions. Go round and check their work.

5 Invite different students to read out their paragraphs. Invite comments from the rest of the class and encourage a short discussion.

Answers:

Students' own answers

WB Page 19


UNIT 14

Module 5

1 Choose the correct answer from a, b, c or d

1 Is Lake Nasser natural or is it .... ?
a modern b traditional c man-made d personal

2 Baghdad is a big city in ....
a Greece b Iraq c Egypt d England

3 There is a big .... where the river goes over a cliff.
a fall b waterfall c water drop d water cycle

4 You can usually find trees and birds at an .... in the desert.
a art gallery b adventure c oasis d object

2 Complete the dialogue

agree disagree exactly point ~~think of~~

Dina: What do you 1 think of this big building in London?
Nihal: I think the building's very boring.
Dina: I'm afraid I 2 .... It's a new building for an art gallery. I like it!
Nihal: You have a 3 .... there. The modern bridge is amazing. Do you 4 .... ?
Dina: That's 5 .... how I feel. I think that London has an exciting mix of old and new buildings.

3 Write what you would say in each of the following situations

1 You see a photo of a modern museum. Your friend says that he / she doesn't like it, but you have another opinion.
....

The Guggenheim Museum, Bilbao

2 There's a new café in your area. You want to know what your friend thinks about it.
....

3 Your friend says that the test you both did was very easy. You express your opinion.
....

4 You tell your brother / sister that the hotel you all stayed in was very nice. You want to know if they he / she the same.
....

19

1 Choose the correct answer from a, b, c or d

1 Ask the students to read the first sentence and all four options. Then ask a student to read out the completed sentence, given as the example. Check that students agree that man-made is the correct answer.

2 Tell them to read each sentence and all the options carefully, and then allow time for them to complete the task.

3 Students compare answers in pairs.

4 Check answers with the whole class.

Answers:

2 b   3 b   4 c

2 Complete the dialogue

1 Ask the students to cover the box and read the dialogue. Invite suggestions for words which could fill the gaps but do not confirm their answers at this point.

2 Students uncover the box and work in pairs to complete the task.

3 Check the answers as a whole class and then ask pairs of students to read out the whole dialogue.

Answers:

2 disagree   3 point
4 agree   5 exactly

3 Write what you would say in each of the following situations.

1 Read the first sentence with the class and elicit a suitable response.

2 Students work individually to write suitable responses for the remaining sentences.

3 They can check their answers in pairs, then check them as a class. Accept any correct answer as answers may vary.

Example answers:

1 I'm afraid I totally disagree./I feel completely the opposite.
2 What do you think of it?/How do you feel about it?
3 I couldn't agree with you more./That's exactly how I feel.
4 Do you agree?

REVIEW **SB page 28** **WB page 20**

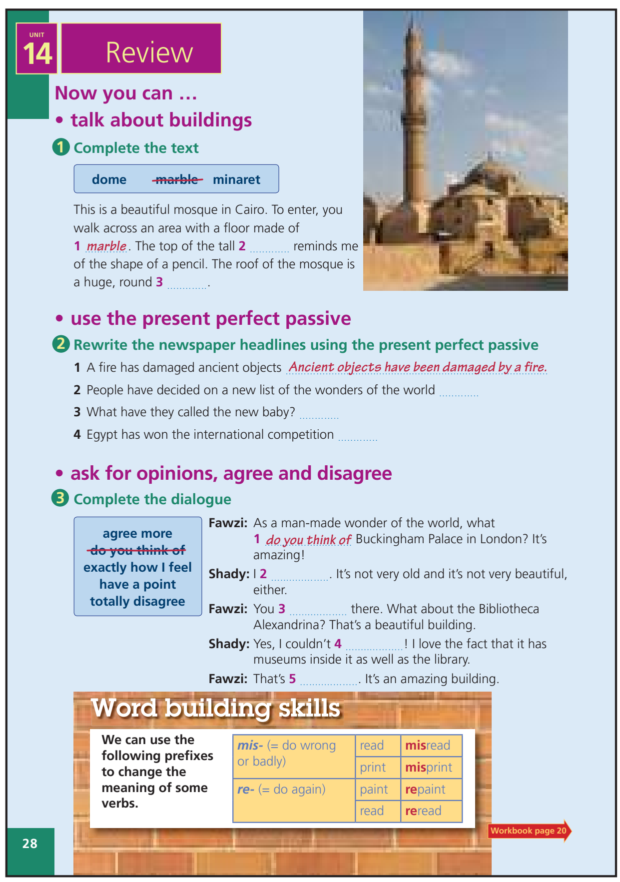
Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise asking for opinions, agreeing and disagreeing
- To practise word building skills

Before using the book:

- Write *Wonders of the world* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

SB Page 28



UNIT 14 Review

Now you can …

• talk about buildings

1 Complete the text

dome ~~marble~~ minaret

This is a beautiful mosque in Cairo. To enter, you walk across an area with a floor made of 1 *marble*. The top of the tall 2 ………… reminds me of the shape of a pencil. The roof of the mosque is a huge, round 3 ………….

• use the present perfect passive

2 Rewrite the newspaper headlines using the present perfect passive

1 A fire has damaged ancient objects *Ancient objects have been damaged by a fire.*
2 People have decided on a new list of the wonders of the world …………
3 What have they called the new baby? …………
4 Egypt has won the international competition …………

• ask for opinions, agree and disagree

3 Complete the dialogue

agree more
~~do you think of~~
exactly how I feel
have a point
totally disagree

Fawzi: As a man-made wonder of the world, what 1 *do you think of* Buckingham Palace in London? It's amazing!
Shady: I 2 …………. It's not very old and it's not very beautiful, either.
Fawzi: You 3 ………… there. What about the Bibliotheca Alexandrina? That's a beautiful building.
Shady: Yes, I couldn't 4 …………! I love the fact that it has museums inside it as well as the library.
Fawzi: That's 5 …………. It's an amazing building.

Word building skills

We can use the following prefixes to change the meaning of some verbs.

mis- (= do wrong or badly)	read	**mis**read
	print	**mis**print
re- (= do again)	paint	**re**paint
	read	**re**read

28

Workbook page 20

1 Complete the text

1 Ask the students to look at the picture. Then tell them to read the first two sentences and check that they agree that *marble* is the correct answer for number 1.

2 Students complete the task in pairs.

3 Check the answers by asking a student to read out the completed text.

Answers:

2 minaret 3 dome

2 Rewrite the newspaper headlines using the present perfect passive

1 Ask the students to study the example.

2 Students complete the exercise individually before checking their answers with a partner. Go round and monitor, helping where necessary.

3 Invite different students to read out their answers.

Answers:

2 A new list of the wonders of the world has been decided.
3 What has the new baby been called?
4 The international competition has been won by Egypt.

3 Complete the dialogue

1 Ask a student to read out the first line of the dialogue, completed as the example.

2 Allow time for the students to complete the task and then compare answers in pairs.

3 Check the answers by asking two students to read out the completed dialogue.

Answers:

2 totally disagree	3 have a point
4 agree more	5 exactly how I feel

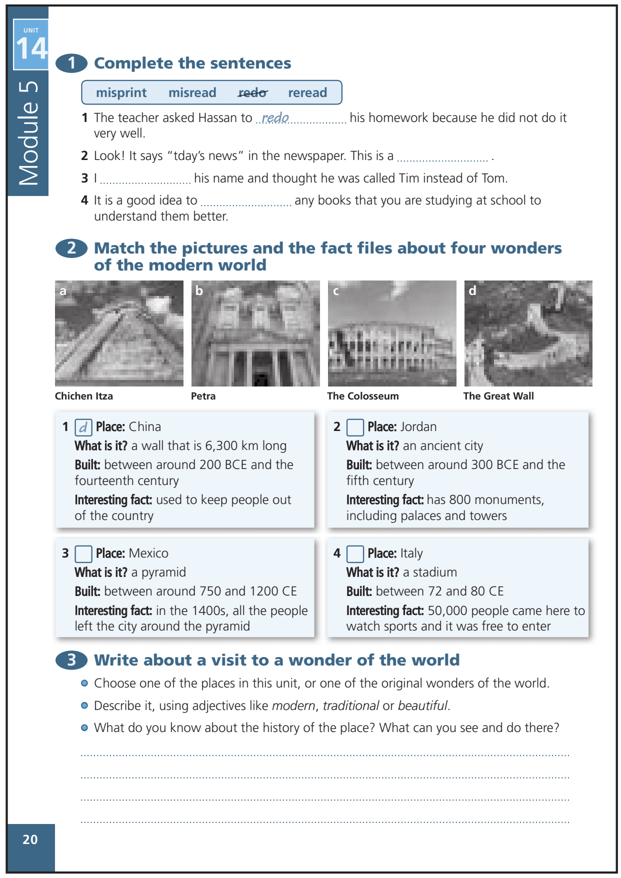
Word building skills

1 Allow time for the students to read the Word building skills box.

2 Ask the students to write sentences containing the words with the prefixes.

3 Invite different students to read out their sentences.

WB Page 20


UNIT 14

Module 5

1 Complete the sentences

misprint misread ~~redo~~ reread

1 The teacher asked Hassan to *redo* his homework because he did not do it very well.
2 Look! It says "tday's news" in the newspaper. This is a ....
3 I .... his name and thought he was called Tim instead of Tom.
4 It is a good idea to .... any books that you are studying at school to understand them better.

2 Match the pictures and the fact files about four wonders of the modern world

a Chichen Itza b Petra c The Colosseum d The Great Wall

1 *d* **Place:** China
What is it? a wall that is 6,300 km long
Built: between around 200 BCE and the fourteenth century
Interesting fact: used to keep people out of the country

2 **Place:** Jordan
What is it? an ancient city
Built: between around 300 BCE and the fifth century
Interesting fact: has 800 monuments, including palaces and towers

3 **Place:** Mexico
What is it? a pyramid
Built: between around 750 and 1200 CE
Interesting fact: in the 1400s, all the people left the city around the pyramid

4 **Place:** Italy
What is it? a stadium
Built: between 72 and 80 CE
Interesting fact: 50,000 people came here to watch sports and it was free to enter

3 Write about a visit to a wonder of the world

- Choose one of the places in this unit, or one of the original wonders of the world.
- Describe it, using adjectives like *modern*, *traditional* or *beautiful*.
- What do you know about the history of the place? What can you see and do there?

20

1 Complete the sentences

1 Ask the students to read the example sentence and check that they agree that *redo* is the correct answer.

2 Elicit the meanings of the other words in the box.

3 Students complete the exercise in pairs. Then check the answers with the whole class.

Answers:

2 misprint 3 misread 4 reread

2 Match the pictures and the fact files about four wonders of the modern world

1 Allow time for the students to look at the pictures and read the fact files.

2 In pairs, students match the pictures with the texts.

3 Check the answers as a class.

4 You could then ask the students to test each other in pairs; they take it in turns to cover the texts and answer their partner's questions, for example, *How long is the Great Wall of China? When was it built? Why was it built?*

Answers:

2 b 3 a 4 c

2 Write about a visit to a wonder of the world

1 Read out the instructions. Then ask the students to look back at Unit 14 in their Student's Books.

2 Put them in pairs to discuss which place to write about, and to share ideas about what to write. Go round and offer suggestions if necessary.

3 Allow time for them to write their answers. They should start writing in the Workbook and continue in their notebooks if they need more space. Go round and monitor while the students work, making suggestions where necessary. When they have finished, ask them to exchange their work with a partner to read and check for spelling and grammar.

4 Finally, invite different students to read out their paragraphs for the class.

Answers:

Students' own answers

Assessment

Speaking task

Outcome: to practise asking for opinions, agreeing and disagreeing

Use SB p26, Functions box and the recording for exercises 2 and 3

1 Ask the students to reread the Functions box and then close their books.
2 Play the recording for exercises 2 and 3 again, to consolidate the expressions.
3 Ask the students to suggest buildings that they all know – they could be local or famous ones from elsewhere. Make notes on the board.
4 In pairs, students choose two famous buildings to discuss. They take turns to start the conversation by giving their opinion; the other student then agrees or disagrees. You could ask a confident pair to demonstrate first. Go round and listen, and assess their use of expressions in the Functions box.

Reading task

Outcome: to read an article about the wonders of the world

Use SB p24, exercise 2 and 3 text

1 On the board, write these sentences: *1 The original seven wonders were all in Greece. 2 There are eight places on the new list of wonders. 3 The Taj Mahal took five years to build. 4 Tourism has damaged the Taj Mahal.*
2 Ask the students to read the text again and write down True or False for each sentence.
3 Check answers as a class. Then invite different students to correct the false sentences.

Writing task

Outcome: to practise using the present perfect passive

1 Ask the students to think about how pollution has damaged the world we live in. Give some examples (you could refer them to the text about the Taj Mahal) and elicit more. Make notes on the board.
2 Put the students in pairs to discuss ideas further. Go round and offer more ideas if necessary.
3 Using the notes, make an example sentence with the present perfect passive, for example, *Our rivers have been polluted and fish have been killed.*
4 Elicit similar sentences from the class. Then allow time for the students to write their own sentences.

Listening task

Outcome: to understand a conversation about buildings

Use the recording for SB p26, exercises 2 and 3

1 Copy onto the board or photocopy the following extract from the beginning of the tapescript and gap the words as shown:

   Salma: What do you think of this list, Huda? It is a list of places that should be the seven wonders of Egypt. You can 1 _______ on which ones should be on the final list of seven places. It has the Pyramids of course, but it doesn't have the Cairo Tower. I think the Cairo Tower should be on the list.

   Huda: 2 _______ Salma! I think that all the places on the list should be ancient wonders like Abu Simbel, or natural wonders, such as the Wadi Rayyan waterfalls.

   Salma: I 3 _______. The Aswan High Dam is on the list, and it's modern. So why not have the Cairo Tower?

   Huda: Yes, 4 _______. Does it have the Citadel in Cairo? That's amazing.

   Salma: I 5 _______. It's not on the list, but it should be.

2 Play the recording, and ask the students to complete the missing words.
3 Check the answers.

UNIT

15 Technology

SB pages 29–33 WB pages 21–23

Objectives

Grammar

The second conditional with *would*, *might* or *could*

Reading

Reading a text about technology

Listening

Listening to a talk about privacy on social networking sites

Speaking

Encouraging people to speak

Writing

Writing a report about social media

LESSON 1 SB page 29

Outcomes

- To read a text about technology and answer questions

Before using the book:

- Write the title of the unit, *Technology*, on the board and elicit or explain the meaning.
- Ask the students to tell you what they think they will study in the unit.
- Tell them that they are going to find out about the latest technology. Ask whether they or members of their family have any gadgets, such as a smartphone, and how much time they spend using them.

SB Page 29



Technology

UNIT 15

Lesson 1

OBJECTIVES

- **Grammar** The second conditional with *would*, *might* or *could*
- **Reading** Reading a text about technology
- **Listening** Listening to a talk about privacy on social networking sites
- **Speaking** Encouraging people to speak
- **Writing** Writing a report about social media

1 Ask and answer

What can you do on a smartphone, as well as talk to people?

2 Read the newspaper article and check your answer to exercise 1

The latest technology

Egypt was the first Arab country to use the internet and now has nearly 50 million internet users. However, technology is changing all the time, so it is important to learn about the latest **developments**.

Many jobs now **require** you to know how to use **social media**. Some companies now use social media to **advertise** jobs and to **arrange** interviews. In fact, if a person didn't know how to use social media, it might be more difficult for them to find work.

How we send messages is also changing. In the past, you could only send emails using a computer. Now you can send texts or emails on a mobile phone or tablet. Social networking sites allow you to send messages to many people at the same time. This is very useful if you want to send messages to a group of people, for example to your friends in a sports team or a book club.

The way that we use our mobile phones is also changing. We can use them to **transfer** money to or from a bank or even to pay for things in shops. If someone wanted to have the latest technology, they could buy a smartphone.

The latest technology can help you to do many things. You can find out about it online or in some magazines.

3 Which of the words in red in the text mean the following?

1 the processes of becoming bigger, better, etc. *developments*
2 tell people about something in newspapers, on TV, etc. ....
3 make plans for something to happen ....
4 need or ask you to do something ....
5 websites used by people to communicate ....
6 move someone or something from one place to another ....

4 Are these sentences true (*T*) or false (*F*)?

1 *F* Egypt used the internet before any other country in the world.
2 ☐ You can find some jobs on the internet.
3 ☐ You need a computer to send an email.
4 ☐ Some people can buy things using their mobile phones.

29

1 Ask and answer

1 Read out the question and encourage a short class discussion.

2 Read the newspaper article and check your answer to exercise 1

1 Allow time for the students to read the text quickly – tell them not to worry about understanding every word at this point.

2 Read out the question in exercise 1 again and elicit answers from the class.

Answers:

We can use them to send messages and emails, transfer money to a bank or to pay for things in shops.

3 Which of the words in red in the text mean the following?

1 Ask the students to read the definitions.

2 They then read the text again more carefully, matching the words in red with the definitions. Remind them to think carefully about the context.

3 Check the answers with the whole class.

Answers:

2 advertise   3 arrange   4 require
5 social media   6 transfer

4 Are these sentences true *(T)* or false *(F)*?

1 Ask the students to read the sentences and to try to answer them in pairs without referring back to the text.

2 They then read the text again more carefully to check.

3 Check the answers with the whole class. Then invite different students to correct the false sentences.

Answers:

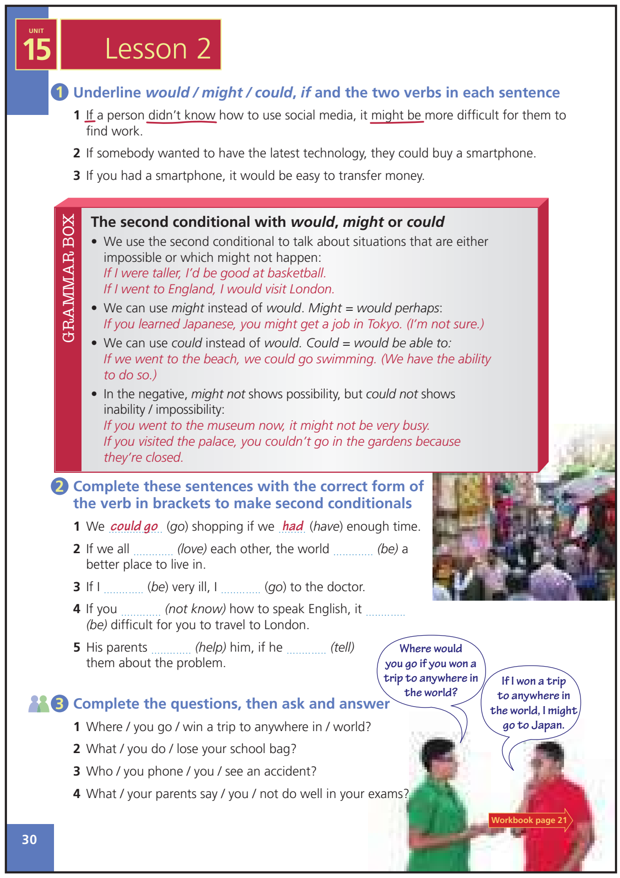
2 T
3 F (You can use a smartphone)
4 T

LESSON 4 SB page30 WB page21

Outcomes

- To use the second conditional with *would*, *might* or *could*
- To talk about possibility and impossibility

SB Page 30



UNIT 15 Lesson 2

1 Underline *would / might / could, if* and the two verbs in each sentence

1 If a person didn't know how to use social media, it might be more difficult for them to find work.
2 If somebody wanted to have the latest technology, they could buy a smartphone.
3 If you had a smartphone, it would be easy to transfer money.

GRAMMAR BOX

The second conditional with *would, might* or *could*

- We use the second conditional to talk about situations that are either impossible or which might not happen:
  If I were taller, I'd be good at basketball.
  If I went to England, I would visit London.
- We can use *might* instead of *would*. *Might* = *would perhaps*:
  If you learned Japanese, you might get a job in Tokyo. (I'm not sure.)
- We can use *could* instead of *would*. *Could* = *would be able to:*
  If we went to the beach, we could go swimming. (We have the ability to do so.)
- In the negative, *might not* shows possibility, but *could not* shows inability / impossibility:
  If you went to the museum now, it might not be very busy.
  If you visited the palace, you couldn't go in the gardens because they're closed.

2 Complete these sentences with the correct form of the verb in brackets to make second conditionals

1 We *could go* (*go*) shopping if we *had* (*have*) enough time.
2 If we all ………… *(love)* each other, the world ………… *(be)* a better place to live in.
3 If I ………… (*be*) very ill, I ………… (*go*) to the doctor.
4 If you ………… *(not know)* how to speak English, it ………… *(be)* difficult for you to travel to London.
5 His parents ………… *(help)* him, if he ………… *(tell)* them about the problem.

3 Complete the questions, then ask and answer

1 Where / you go / win a trip to anywhere in / world?
2 What / you do / lose your school bag?
3 Who / you phone / you / see an accident?
4 What / your parents say / you / not do well in your exams?

30

1 Underline *would/might/could, if* and the two verbs in each sentence

1 Allow time for the students to read the Grammar box. Go round and answer any queries.

2 Ask the students to copy sentences 1–3 from exercise 1 into their notebooks and to underline *would*, *might* or *could*, *if* and the two verbs in each sentence.

3 Check the answers with the class.

4 Elicit the form of the second conditional (*if* + past simple, *would/might/could* + infinitive without *to*). Point out that it is also possible to start a second conditional sentence with *would/might/could* + infinitive without *to*, for example, *It might be more difficult for a person to find work if they didn't know how to use social media*.

5 Ask the students to rewrite sentences 2 and 3 in the same way. Draw their attention to the use of the comma (it is only used when the sentence starts with *if*).

6 Students rewrite the sentences in pairs. Go round and monitor as they are working, helping if necessary. Then invite different students to read out the sentences.

Answers:

2 If somebody wanted to have the latest technology, they could buy a smartphone.
3 If you had a smartphone, it would be easy to transfer money.

2 Complete these sentences with the correct form of the verb in brackets to make second conditionals

1 Ask the students to read the example and check that they understand what to do.

2 Students then complete the task with a partner, referring back to the Grammar box if necessary.

3 Invite different students to read out the sentences. Ask the rest of the class to say whether they are correct and, if not, to correct them.

Answers:

2 loved, would/could be
3 was, would go
4 didn't know, would/might
5 would/could help, told

3 Complete the questions, then ask and answer

1 First, ask two students to read the speech bubbles, and then elicit other responses from the class.

2 In pairs, students ask and answer the remaining three questions, using their own ideas; go round and listen, offering prompts where necessary.

3 Finally, invite different students to hold their conversations for the class to check.

Answers:

2 What would you do if you lost your school bag?
3 Who would you phone if you saw an accident?
4 What would your parents say if you didn't do well in your exams?

✎ WB Page 21



Technology UNIT 15

Module 5

1 Look at the table and complete the sentences with the correct form of these words

verb	noun
develop	~~development~~
advertise	advertisement
arrange	arrangement
require	requirement



1 Have you read about the latest *development* in computers?
2 There is an .... in the newspaper for a new computer game.
3 It is a .... that all the manual workers wear boots.
4 It is very expensive to .... something on television.
5 The students have .... to see the teacher after the class.

2 Choose the correct answer from a, b, c or d

1 We .... go to England if we had friends or family there.
a (would) b will c won't d were
2 If Hassan .... older, he could learn to drive a car.
a is b was c would be d had been
3 If I knew the answer to the question, I .... you.
a will tell b tell c won't tell d would tell
4 If Hala .... German, she might talk to the German tourists.
a spoke b speak c will speak d had spoken
5 If he read really carefully, he .... understand the book.
a can't b don't c would d won't

3 Answer the questions

1 What could you do if you had more free time?
....
2 Where might you study if you could go to any university in the world?
....
3 What languages would you speak if you had time to learn them?
....

21

1 Look at the table and complete the sentences with the correct form of these words

1 Ask the students to study the words in the box, and point out the differences between the noun and verb forms. Read out the example sentence and check the students agree that *development* is the correct word.

2 Allow time for the students to complete the task. Then check the answers as a whole class.

3 As further practice, you could ask the students to make sentences with the other words in the table.

Answers:

2 advertisement	3 requirement
4 advertise	5 arranged

2 Choose the correct answer from a, b, c or d

1 Ask the students to read the example sentence and answer. Elicit the form and use of the second conditional.

2 The students then complete the exercise individually and check their answers in pairs.

3 Then check the answers as a whole class.

Answers:

2 b   3 d   4 a   5 c

3 Answer the questions

1 Read out the first question and elicit some answers from the students. Remind them to use the second conditional when they answer.

2 Allow time for the students to complete the task, and then check the answers by asking students to read out their answers.

Answers:

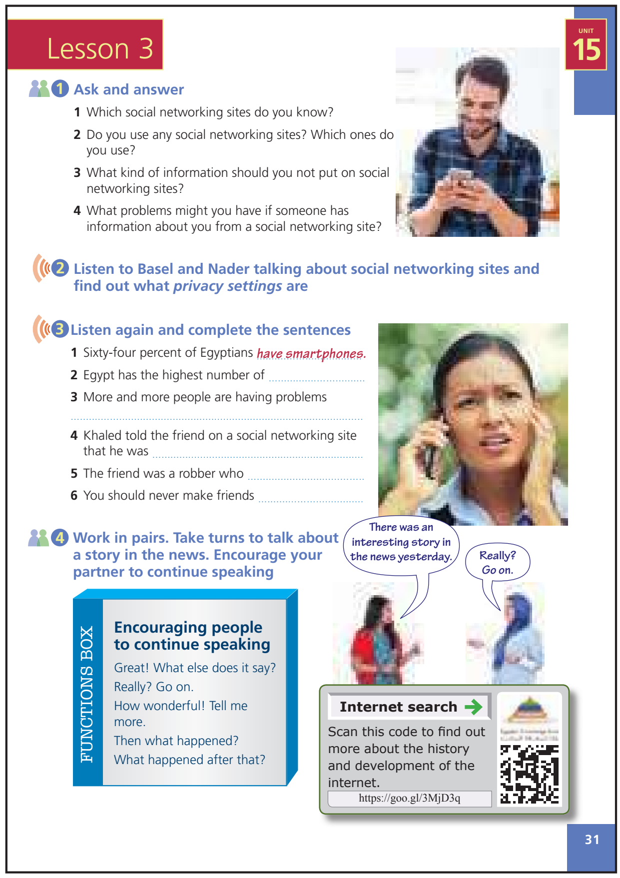
Students' own answers

LESSON 3 SB page 31

Outcomes

- To understand to a conversation about social networking site privacy settings
- To encourage people to continue speaking
- To carry out an internet search about the internet

SB Page 31


Lesson 3

UNIT 15

1 Ask and answer

1 Which social networking sites do you know?

2 Do you use any social networking sites? Which ones do you use?

3 What kind of information should you not put on social networking sites?

4 What problems might you have if someone has information about you from a social networking site?

2 Listen to Basel and Nader talking about social networking sites and find out what *privacy settings* are

3 Listen again and complete the sentences

1 Sixty-four percent of Egyptians *have smartphones.*

2 Egypt has the highest number of ....

3 More and more people are having problems ....

4 Khaled told the friend on a social networking site that he was ....

5 The friend was a robber who ....

6 You should never make friends ....

4 Work in pairs. Take turns to talk about a story in the news. Encourage your partner to continue speaking

FUNCTIONS BOX

Encouraging people to continue speaking

Great! What else does it say?

Really? Go on.

How wonderful! Tell me more.

Then what happened?

What happened after that?

Internet search

Scan this code to find out more about the history and development of the internet.

https://goo.gl/3MjD3q

31

1 Ask and answer

1 Ask the students to read the questions.

2 Students discuss the questions in pairs. Then hold a short class discussion, encouraging students to share their ideas.

Answers:

Students' own answers

2 Listen to Basel and Nader talking about social networking sites and find out what *privacy settings* are.

1 Read out the question and check whether the students already know what *privacy settings* are. Tell them they are going to find out more as they listen.

2 Play the recording, while the students listen and check. Remind them not to worry about any words they don't know.

3 Elicit the answer from the class.

Tapescript

Basel: *I found an interesting report on the internet. Did you know that 64% of Egyptians have smartphones?*

Nader: *No, I didn't. What else does it say?*

Basel: *It also says that Egypt has the highest number of internet users in the Arab world.*

Nader: *Tell me more.*

Basel: *The report says that although this is good, you must be careful because more and more people are having problems with scams.*

Nader: *Really? Go on.*

Basel: *There is an example of a person called Khaled who made a friend on a social networking site. The person seemed friendly, so Khaled told him where he lived and what he did every day. However, the person was a robber. He was waiting to hear the right information.*

Nader: *Then what happened?*

Basel: *One day, Khaled told the person that he was going on holiday with his family. Now the robber knew his address, and he knew that nobody was going to be in the house.*

Nader: *What happened after that?*

Basel: *The robber went to Khaled's house in the night and stole many things.*

Nader: *That's terrible. How can people stop things like that from happening?*

Basel: *There is some advice in the article. It says that you must never make friends with people you don't know on the internet. If you use social networking sites, use their privacy settings.*

Nader: *What are privacy settings?*

Basel: *They make sure that only people that you know can read your messages and see information about you.*

Answers:

Privacy settings are a system on social networking sites that you can use to make sure that only people that you know can read your messages and see information about you.

3 Listen again and complete the sentences

1 Ask the students what they remember from the recording they have just heard. Help them with the word *scam* (a dishonest plan to take money from people).

2 Allow time for them to read the incomplete sentences. Tell them they are going to hear the recording again and that they should complete the task while they listen.

3 Play the recording for the students to listen and then write their answers.

4 Check answers as a whole class. If necessary, play it again.

Answers:

2 internet users in the Arab world.
3 with scams.
4 going on holiday with his family.
5 knew his address, and knew that nobody was going to be in the house. / stole things from his house.
6 with people you don't know on the internet.

4 Work in pairs. Take turns to talk about a story in the news. Encourage your partner to continue speaking

1 First, tell the students to read the Functions box carefully, and then read the speech bubbles.

2 Then, as a class, brainstorm news stories that the students have heard about recently. Write some details on the board for the students to refer to during the exercise.

3 Invite two confident students to demonstrate the task – they take turns to tell each other news and encourage each other to say more, using expressions from the Functions box.

4 Students continue the task in pairs. Go round and listen, making sure they use expressions from the Functions box.

Internet search

1 Read out the instruction and ask the students whether they know who invented the internet.

2 Now tell the students that they are going to do an internet search to find out more. They can scan the QR code with their phones to access the link within the Egyptian Knowledge Bank (or type in the address if they are unable to scan the code).

3 The research can be done in class, or as homework.

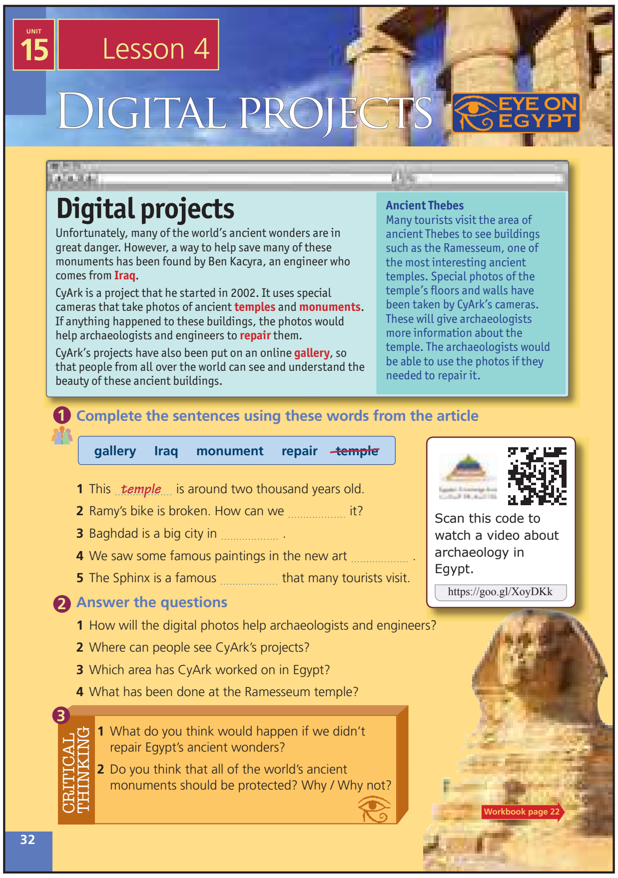
4 When they have carried out their research, ask the students to report their findings to the rest of the class.

LESSON 4 SB page32 WB page22

Outcomes

- To read about a project to protect buildings
- To discuss the importance of ancient buildings

SB Page 32



UNIT 15 Lesson 4

DIGITAL PROJECTS

EYE ON EGYPT

Digital projects

Unfortunately, many of the world's ancient wonders are in great danger. However, a way to help save many of these monuments has been found by Ben Kacyra, an engineer who comes from **Iraq**.

CyArk is a project that he started in 2002. It uses special cameras that take photos of ancient **temples** and **monuments**. If anything happened to these buildings, the photos would help archaeologists and engineers to **repair** them.

CyArk's projects have also been put on an online **gallery**, so that people from all over the world can see and understand the beauty of these ancient buildings.

Ancient Thebes

Many tourists visit the area of ancient Thebes to see buildings such as the Ramesseum, one of the most interesting ancient temples. Special photos of the temple's floors and walls have been taken by CyArk's cameras. These will give archaeologists more information about the temple. The archaeologists would be able to use the photos if they needed to repair it.

1 Complete the sentences using these words from the article

gallery Iraq monument repair ~~temple~~

1 This *temple* is around two thousand years old.
2 Ramy's bike is broken. How can we .... it?
3 Baghdad is a big city in ....
4 We saw some famous paintings in the new art ....
5 The Sphinx is a famous .... that many tourists visit.

Scan this code to watch a video about archaeology in Egypt.

https://goo.gl/XoyDKk

2 Answer the questions

1 How will the digital photos help archaeologists and engineers?
2 Where can people see CyArk's projects?
3 Which area has CyArk worked on in Egypt?
4 What has been done at the Ramesseum temple?

3 CRITICAL THINKING

1 What do you think would happen if we didn't repair Egypt's ancient wonders?
2 Do you think that all of the world's ancient monuments should be protected? Why / Why not?

Workbook page 22

32

1 Complete the sentences using these words from the article

1. Ask the students to read the title of the text and the words in the box and predict what it is about.
2. Give students time to read the text. Then see if they can work out the meaning of the words in the box from the context.
3. Check their answers as a class.

Answers:	
2 repair	3 Iraq
4 gallery	5 monument

2 Answer the questions

1. Ask students to read the questions and see if they can answer them from what they remember.
2. They then read the text again and answer the questions.
3. Check the answers as a class. Then ask students to identify any words they didn't know and check their meanings.

Answers:

1 They will help archaeologists and engineers to repair the buildings if anything happens to them.
2 They can see them on an online gallery.
3 It has worked in the area of ancient Thebes.
4 Special photos of the temple's floors and walls have been taken by CyArk's cameras.

3 Critical thinking

1. Students read the questions and discuss them in pairs or small groups.
2. Then hold a short class discussion, encouraging them to share their ideas and give reasons for their answers.

Example answers:

1 They would probably fall down or become damaged.
2 Students' own answers

Video

1. Ask the students what they know about archaeology in Egypt.
2. Now tell the students that they are going to watch a video about this. They can scan the QR code with their phones to access the link within the Egyptian Knowledge Bank (or type in the address if they are unable to scan the code).
3. When they have watched the video, ask them what they have learned.

✎ WB Page 22

UNIT 15 Module 5



1 Read and correct the underlined words

1 How much did they buy the man for repairing your computer? ..pay..
2 Some messages on the internet are not real. They are scans from people who want to get information from you. ....
3 We read about some interesting develops in science on a website. ....
4 A sailor went into the house in the night and took the new television. ....
5 The privacy sizes on social networking sites make sure that only people who you know can see information about you. ....

2 Choose the correct words to complete the dialogue

Samia: What are you reading, Zeinab?
Zeinab: I'm reading about some common internet **1** *scams* / *sums*.
Samia: Tell me **2** *more* / *what*.
Zeinab: Here's an example. A girl sends you a message on an English social networking site. She says that she wants to be your friend.
Samia: Really? Go **3** *on* / *off*.
Zeinab: She says that she is a student. She is the same age as you and wants to practise English with you.
Samia: What **4** *else* / *also* does the article say?
Zeinab: It says that the person might not be your age and might not be a student. It might be someone who wants to find information about you.
Samia: That's **5** *bad* / *broken*. What **6** *happens* / *speaks* after that?
Zeinab: You should not be their friend. You should use your **7** *privacy* / *private* settings so only people who you know can send you messages.

3 Write what you would say in each of the following situations

1 A friend tells you that his / her brother is studying computer programming. Ask for more information.
....
2 Your cousin said that she had a busy day yesterday. Ask why.
....
3 Your friend reads only the first sentence of a long text message, then stops reading.
....

22

1 Read and correct the underlined words

1 Elicit some of the vocabulary that students have learnt in this unit. Then ask the students to read the example and check that they agree that *pay* is the correct word. Check they understand the task.

2 Allow time for them to complete the task and then compare answers in pairs. Then check answers as a class.

Answers:

2 scams	3 developments
4 robber	5 settings

2 Choose the correct words to complete the dialogue

1 Ask two students to read out the first two sentences in the dialogue, completed as the example.

2 Allow time for the students to complete the task and then compare answers in pairs.

3 Check the answers by asking two more students to read out the completed dialogue.

Answers:

2 more	3 on	4 else	5 bad
6 happens	7 privacy		

3 Write what you would say in each of the following situations

1 Read the first situation as a class and elicit a suitable answer.

2 Students work individually to complete the remaining sentences. They can then compare their answers in pairs.

3 Go over their answers as a class. Answers may vary.

Example answers:

1 Tell me more.
2 What happened after that?
3 Go on./Tell me more.

REVIEW **SB page 33** **WB page 23**

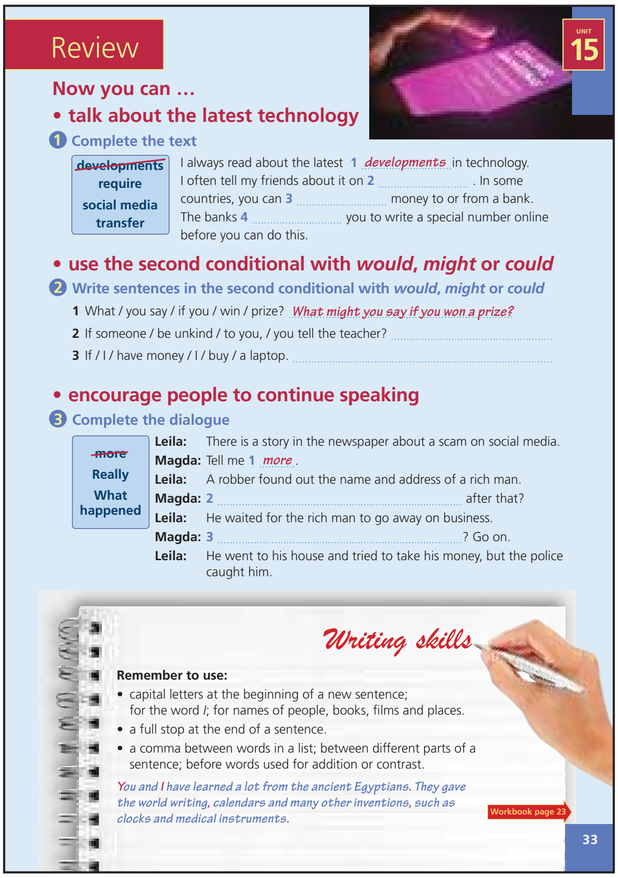
Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise using the second conditional with *would*, *might* or *could*
- To practise writing skills

Before using the book:

- Write *Technology* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

SB Page 33



Review

UNIT 15

Now you can …

• talk about the latest technology

1 Complete the text

~~developments~~
require
social media
transfer

I always read about the latest 1 *developments* in technology. I often tell my friends about it on 2 .... In some countries, you can 3 .... money to or from a bank. The banks 4 .... you to write a special number online before you can do this.

• use the second conditional with *would, might* or *could*

2 Write sentences in the second conditional with *would, might* or *could*

1 What / you say / if you / win / prize? *What might you say if you won a prize?*
2 If someone / be unkind / to you, / you tell the teacher? ....
3 If / I / have money / I / buy / a laptop. ....

• encourage people to continue speaking

3 Complete the dialogue

~~more~~
Really
What happened

Leila: There is a story in the newspaper about a scam on social media.
Magda: Tell me 1 *more* .
Leila: A robber found out the name and address of a rich man.
Magda: 2 .... after that?
Leila: He waited for the rich man to go away on business.
Magda: 3 ....? Go on.
Leila: He went to his house and tried to take his money, but the police caught him.

Writing skills

Remember to use:

• capital letters at the beginning of a new sentence; for the word *I*; for names of people, books, films and places.
• a full stop at the end of a sentence.
• a comma between words in a list; between different parts of a sentence; before words used for addition or contrast.

You and I have learned a lot from the ancient Egyptians. They gave the world writing, calendars and many other inventions, such as clocks and medical instruments.

Workbook page 23

33

1 Complete the text

1 Ask the students to read the whole text before attempting the task.

2 Allow time for the students to complete the task in pairs. Then check answers by asking a confident student to read out the completed text.

> ***Answers:***
>
> 2 social media   3 transfer   4 require

2 Write sentences in the second conditional with *would*, *might* or *could*

1 Quickly review the form and use of the second conditional. Then ask the students to study the example.

2 Students complete the exercise individually before checking their answers with a partner. Go round and monitor.

3 Invite different students to read out their answers. Then ask them to answer questions 1 and 2 and discuss their ideas as a class.

> ***Answers:***
>
> 2 If someone was unkind to you, would you tell the teacher?
> 3 If I had money, I would/could/might buy a laptop.

3 Complete the dialogue

1 Ask two students to read out the dialogue. Then put the students in pairs to complete the task. Go round and monitor.

2 Check answers by asking a pair of students to read out the completed dialogue.

> ***Answers:***
>
> 2 What happened   3 Really?

Writing skills

1 Ask the students when capital letters and full stops are used. Then ask them to read the three points and the example text.

2 Ask them to close their books, and write a long sentence on the board without capital letters or punctuation. Invite different students to come to the board and add a piece of punctuation each.

WB Page 23

UNIT 15

Module 5

1 Complete the sentences with capital letters, full stops and commas

1 some companies want to invest in online businesses

Some companies want to invest in online businesses.

2 many new mobile phone shops are opening in cairo

3 i never open emails if i do not recognise the person who sent them

4 last saturday i visited my cousins my grandparents and my friends who live in minya

2 Read the report and answer the questions

In this report, I am going to write about some *common* scams on the internet. First of all, be careful when anyone says that something is free on the internet. Why do companies do this? They usually say it is free for a few days, but to get it, they need information about your bank. When the free days have finished, you often find that you start to pay.

Another scam uses computer games. If you get these from the internet, be very careful. Often the software in the games is used to take information from your computer. To conclude this report, I think that we should all realise that there are many scams on the internet. If you are not sure about something, ask an adult.

1 What is the main idea of this report?

It is about internet scams.

2 Why should you be careful if something on the internet is free of charge?

3 What does the software in games try to take from your computer?

4 Who should you ask if you are not sure about something on the internet?

a a teacher **b** your parents **c** nobody **d** a or b

5 What do you think a *common* means?

a successful **b** happening often **c** not successful **d** funny

6 The underlined word these refers to ....

a scams **b** computer games **c** money **d** information

3 Write a report about social media

- Choose a social media site that you know about.
- Write about when it started and why it is popular.
- Say why you use it and who you use it with.

Remember to use capital letters, full stops and commas.



23

1 Complete the sentences with capital letters, full stops and commas

1 Read out the example sentence and check that the students agree that the correct punctuation has been used.

2 Students complete the task in pairs, and then check in pairs.

3 Check the answers with the whole class.

Answers:

2 Many new mobile phone shops are opening in Cairo.
3 I never open emails if I do not recognise the person who sent them.
4 Last Saturday I visited my cousins, my grandparents and my friends who live in Minya.

2 Read the report and answer the questions.

1 Ask the students to read the text quickly and say what they are about (internet scams).

2 Then ask them to read the questions and to read the text again in more detail.

3 Students can compare their answers in pairs, then go over them as a class.

Answers:

2 Because you often find that you start to pay when the free days have finished.
3 It tries to take information from your computer.
4 d 5 b 6 b

3 Write a report about social media

1 Ask the students to read the instructions and discuss ideas with them. Write useful prompts on the board to help. Students may need to do a small amount of research about their chosen site. This can be done in class if resources allow, or as homework.

2 Students plan their work before writing their report.

3 They should write in their notebooks. Go round and monitor while the students work, making suggestions where necessary. When they have finished, ask them to exchange their work with a partner to read and check for spelling and grammar.

4 Finally, invite different students to read out their work for the class.

Answers:

Students' own answers

Assessment

Speaking task

Outcome: to encourage people to continue speaking

Use SB p31, Functions box

1 Discuss some ideas for the students to talk about, for example, an interesting story they have read recently.
2 Put the students in pairs and ask them to talk about their story in turn, encouraging each other to continue speaking by using some of the expressions in the Functions box. Go round and monitor.
3 Pairs of students 'perform' their conversations for the class.

Reading task

Outcome: to read a text about technology

Use SB p29, exercise 2 text

1 On the board, write these questions: *1 Which was the first Arab country to use the internet? 2 Where do some companies advertise jobs? 3 How can social networking sites be useful for sending messages? 4 What can you transfer using a mobile phone? 5 Where can you find out about new technology?*
2 Ask the students to read the text again and answer the questions.
3 Check the answers as a class.

Writing task

***Outcome: to practise using the second conditional with* would*,* might *or* could**

1 On the board, write the following unfinished sentences: *1 If I had a lot of money, I … 2 If I had more free time, I … 3 If I could take a year's holiday, I …*
2 Tell the students to discuss ideas in pairs, and then to complete the sentences using *would*, *might* or *could* (e.g. *If I had a lot of money, I might buy a big house for my parents*.). Tell them to refer to the Grammar box on page 30 as necessary.
3 Invite different students to read out their sentences for the rest of the class to check and comment on.

Listening task

Outcome: to understand a conversation about social networking sites

Use the recording for SB p31, exercises 2 and 3

1 On the board, write the following incomplete extracts from the recording:

   1 I found an interesting _______ on the_______. Did you know that 64% of Egyptians have smartphones?

   2 The report says that although this is good, you must be careful because more and more people are having problems with _______.

   3 The _______ went to Khaled's house in the night and stole many things.

   4 There is some advice in the article. It says that you must never make friends with people you don't know on the internet. If you use social networking sites, use their _______.

2 Play the recording, and ask the students to complete the missing information.

REVIEW **E** **SB pages 34-35**
WB pages 24-27

LESSON 1 SB page 34

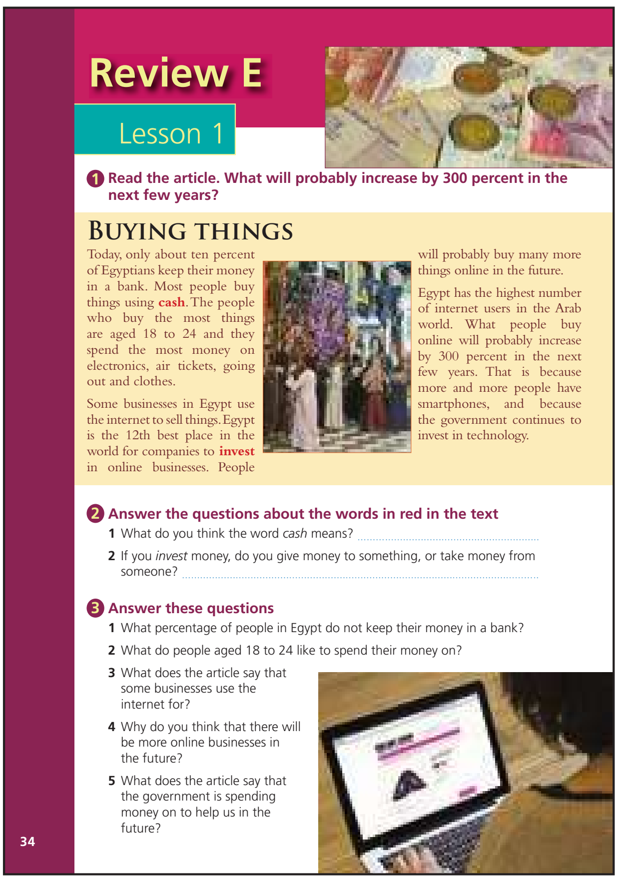
Outcome

• To review and practise the vocabulary and structures of Units 13–15

Before using the book:

- Ask the students what the themes of Module 5 were (*At the observatory*, *Wonders of the world* and *Technology*). Ask what they enjoyed learning about most and why.
- Elicit the grammar points they have practised (reported questions, the present perfect passive and the second conditional with *would/might/could*) and any of the rules that they remember.

SB Page 34


Review E

Lesson 1

1 Read the article. What will probably increase by 300 percent in the next few years?

BUYING THINGS

Today, only about ten percent of Egyptians keep their money in a bank. Most people buy things using **cash**. The people who buy the most things are aged 18 to 24 and they spend the most money on electronics, air tickets, going out and clothes.

Some businesses in Egypt use the internet to sell things. Egypt is the 12th best place in the world for companies to **invest** in online businesses. People will probably buy many more things online in the future.

Egypt has the highest number of internet users in the Arab world. What people buy online will probably increase by 300 percent in the next few years. That is because more and more people have smartphones, and because the government continues to invest in technology.

2 Answer the questions about the words in red in the text

1 What do you think the word *cash* means? ....

2 If you *invest* money, do you give money to something, or take money from someone? ....

3 Answer these questions

1 What percentage of people in Egypt do not keep their money in a bank?

2 What do people aged 18 to 24 like to spend their money on?

3 What does the article say that some businesses use the internet for?

4 Why do you think that there will be more online businesses in the future?

5 What does the article say that the government is spending money on to help us in the future?

34

1 Read the article. What will probably increase by 300 percent in the next few years?

1 Tell the students that they are going to review and consolidate what they have learned in Module 5.

2 Ask the students to look at the title of the text and the pictures, and then read out the question.

3 Tell them to read the text quickly, in order to find the answer to the question.

4 Elicit the answer from the class.

Answers:

What people will buy online.

2 Answer the questions about the words in red in the text

1 Ask the students to read the questions and try to work out the meanings of the words in context. They can discuss their answers in pairs.

2 Check answers as a class.

Answers:

1 Cash is money in notes and coins.
2 You give money to something.

3 Answer these questions

1 Give students time to read the questions, then they can read the text again in more detail to answer them.

2 Students complete the task in pairs.

3 Check the answers as a whole class.

Answers:

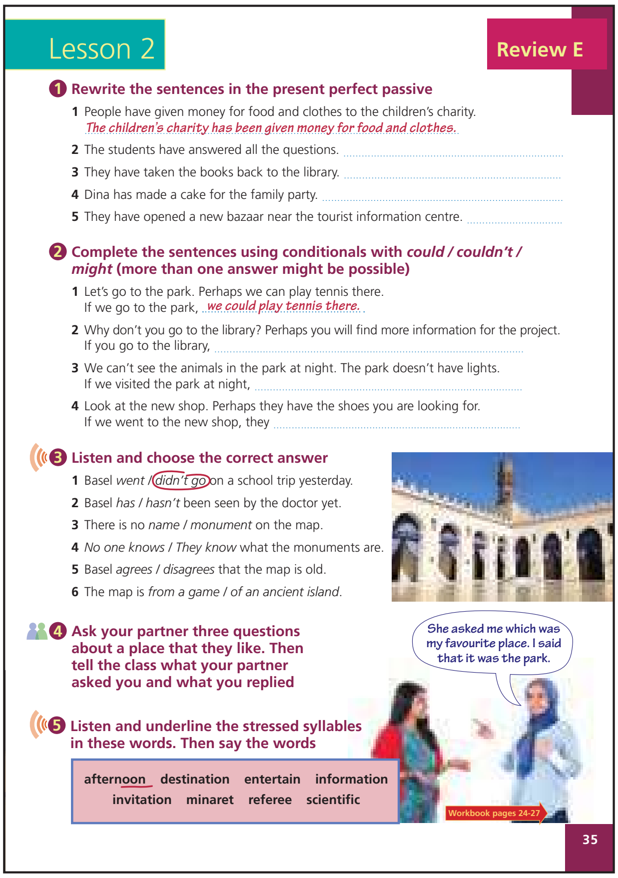
1 Ninety percent of people do not keep their money in a bank (ten percent keep their money in one).
2 They like to spend their money on electronics, air tickets, going out and clothes.
3 It says that some businesses use the internet to sell things.
4 Because people will probably buy many more things online in the future.
5 The government is spending more money on technology.

LESSON 2 SB page 35

Outcome

• To review and practise the vocabulary and structures of Units 13–15

SB Page 35



Lesson 2

Review E

1 Rewrite the sentences in the present perfect passive

1 People have given money for food and clothes to the children's charity.
The children's charity has been given money for food and clothes.

2 The students have answered all the questions. ....

3 They have taken the books back to the library. ....

4 Dina has made a cake for the family party. ....

5 They have opened a new bazaar near the tourist information centre. ....

2 Complete the sentences using conditionals with *could / couldn't / might* (more than one answer might be possible)

1 Let's go to the park. Perhaps we can play tennis there.
If we go to the park, *we could play tennis there.*

2 Why don't you go to the library? Perhaps you will find more information for the project.
If you go to the library, ...

3 We can't see the animals in the park at night. The park doesn't have lights.
If we visited the park at night, ...

4 Look at the new shop. Perhaps they have the shoes you are looking for.
If we went to the new shop, they ....

3 Listen and choose the correct answer

1 Basel *went* / *didn't go* on a school trip yesterday.

2 Basel *has* / *hasn't* been seen by the doctor yet.

3 There is no *name* / *monument* on the map.

4 *No one knows* / *They know* what the monuments are.

5 Basel *agrees* / *disagrees* that the map is old.

6 The map is *from a game* / *of an ancient island*.

4 Ask your partner three questions about a place that they like. Then tell the class what your partner asked you and what you replied

5 Listen and underline the stressed syllables in these words. Then say the words

afternoon destination entertain information
invitation minaret referee scientific

Workbook pages 24-27

35

1 Rewrite the sentences in the present perfect passive

1 Ask the students to read the example carefully, and quickly review the present perfect passive form and use.

2 Students complete the task in pairs while you go round and monitor.

3 Ask different students to read out each sentence for the class to check their answers.

Answers:

2 All the questions have been answered (by the students).
3 The books have been taken back to the library.
4 A cake has been made for the family party (by Dina).
5 A new bazaar has been opened near the tourist information centre.

2 Complete the sentences using conditionals with *could / couldn't / might* (more than one answer might be possible)

1 Read out the example.

2 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.

Answers:

2 you might find more information for the project.
3 we wouldn't/couldn't see the animals (because we don't have lights).
4 could/might have the shoes you are looking for.

3 Listen and choose the correct answer

1 Tell the students that they are going to hear a conversation between Basel and Adel. Tell them to cover the sentences while you play the recording for the first time.

2 Then ask them to read the sentences and note down any answers they think they already know.

3 Play the recording again while the students complete the task. Ask them to compare their answers with a partner before playing the recording again.

4 Check the answers as a whole class.

Tapescript

Basel: *My class visited the famous mosque of al-Hakim in Cairo yesterday, but I didn't go.*
Adel: *Why didn't you go?*
Basel: *Unfortunately, I wasn't feeling well. I still feel a bit ill today.*
Adel: *What a pity. Have you been seen by a doctor yet?*
Basel: *Not yet.*
Adel: *Well, don't worry. I'm sure you'll be fine soon. I wonder if you could help me with this?*
Basel: *What is it?*
Adel: *I found this map of an island. The island doesn't have a name, but here it says that it hasn't been visited for many years. It must be a forgotten island.*
Basel: *The island doesn't have a name? That's funny.*
Adel: *There are a few big monuments on it, but no one knows what they are. They're made of marble.*
Basel: *Tell me more.*
Adel: *Well, I think it's a very old map. Do you agree?*

Basel: *Let me see it. Mmmm. I'm afraid I disagree. If the map was old, the paper would look old. It looks new. I don't think that this is a map of a real island.*

Adel: *I disagree. It says on the map that the island has been visited by tourists in the past.*

Basel: *So where is this mystery island? Can I look at the map again? Mmmmmm.*

Adel: *What is it? Why are you laughing?*

Basel: *It says here that this is for children aged eight years and older.*

Adel: *I don't understand.*

Basel: *The map is from a game. The players have to use the map to find the answer to a mystery!*

Adel: *What a pity that I didn't read that!*

Basel: *Well now you know the answer to your mystery!*

Answers:

2 hasn't	3 name	4 No one knows
5 disagrees	6 from a game	

4 Ask your partner three questions about a place that they like. Then tell the class what your partner asked you and what you replied

1 As a class, review reported questions.

2 Ask a student to read out the example speech bubble.

3 In pairs, students discuss the places. Go round and monitor.

4 Ask two students to act out their conversation for the class.

Answers:

Students' own answers

5 Listen and underline the stressed syllables in these words. Then say the words

1 Ask the students to read the words, and elicit the meanings.

2 Students then listen to the example and look at the word *afternoon* in the box.

3 Play the rest of the recording for the students to underline the appropriate syllables.

4 Check the answers with the class. Then ask the students to practise saying the words aloud, using the correct stress patterns.

Tapescript

afternoon
destination
entertain
information
invitation
minaret
referee
scientific

Answers:

destination
entertain
information
invitation
minaret
referee
scientific

Practice Test 5a

A Language Functions

1 Finish the following dialogue:

Some students are asking a scientist about space.

Noha: 1 Do you think you could tell me how fast the earth turns ?

Scientist Yes, of course. The earth turns at about 1,670 kilometres an hour.

Ola: 2 I wonder if you could tell me if all planets have moons .

Scientist: No, but most of them do have moons.

Noha: What did you ask the scientist, Ola?

3 I asked the scientist if all planets had moons. .

Maya: There are many things that nobody knows about space. Do you agree?

Scientist: 4 I couldn't agree with you more . However, we are trying to learn more!

2 Write what you would say in each of the following situations:

1 You would like to ask a teacher when he / she started working at the school.

I wonder if you could tell me when you started working at the school.

2 A friend says that he / she thinks that the last lesson was the most interesting that you have had.

I couldn't agree with you more. / I'm afraid I disagree.

3 A friend starts to read you an interesting news story, but then suddenly stops.

Go on./What else does it say?

B Reading Comprehension

3 Read the following, then answer the questions:

Mars has been studied for hundreds of years. Astronomers say that it is the planet which is most like the earth. A day on Mars is nearly the same as it is on earth. It lasts for 24 hours and 39 minutes. However, a year lasts for one year and 320 days, so a year on Mars is almost twice as long as a year on earth. If you looked at Mars through a telescope, you might see a very big mountain. It is more than 20 kilometres high. That is three times as big as Everest! Scientists say that if you went to Mars, you might find water under the *surface*. However, living on Mars would not be easy. In summer, the temperature is usually minus 5°C and in winter it can be minus 82°C!

1 What is the main idea of this passage?

It gives information about the planet Mars.

2 What do scientists think might be on the planet Mars that people could use?

They think that there might be water.

3 Can you think of three reasons why it would not be possible to live on Mars?

It is very cold in winter and very hot in summer. There might not be any water. There is probably no air to breathe.

4 What does the underlined word it refer to?

a Mars **(b)** a day on Mars **c** a year on earth **d** a year on Mars

5 What do you think that the word *surface* means?

a the sea **b** the clouds **(c)** the top of the ground **d** the biggest rivers

Module 5

C The Reader

4 **a. Match column A with column B:**

A	B
1 Jerry Barker	a always helped to look after Black Beauty and worked hard.
2 Captain	b was the best owner and a kind taxi driver.
3 Jerry's son, Harry	c was the horse that went out with the taxi carriage in the morning.
4 Black Beauty	d examined Black Beauty carefully.
	e was pleased with his new owner.

b. Answer the following questions:

1 What did Black Beauty find difficult about his first few days in London?
There was a lot of noise and a lot of people and it was difficult for him to find his way between the carriages.
2 Why did Black Beauty think that Jerry was the best owner he had had?
Because he gave Black Beauty good food and fresh water, he was kind to him and he was a good driver.
3 Why did Black Beauty feel sorry for some of the taxi drivers and their horses?
Because they had to work for very long hours to get enough money.
4 Why do you think that each of Ginger's owners paid less money for her?
Because she was becoming weaker and weaker, so she could not work very well.
5 Do you think that people were always happy to have Jerry as a taxi driver? Why? / Why not? *He was probably not popular with everyone, because he did not always do what people asked him to do.*

D Usage and Writing

5 **Choose the correct answer from a, b, c or d:**

1 Ola asked me .... all the people in my family were tall.
a that b what (c) if d weather
2 I've cleaned the kitchen, but the bedrooms .... cleaned yet.
(a) haven't been b has not been c have been d wasn't
3 If we went to the beach, we .... swimming.
a will go b have gone (c) could go d won't go
4 The teacher wanted us to .... how the earth goes around the sun.
(a) explain b advise c regret d control
5 The canal is not natural. It is ....
a made (b) man-made c build d building
6 The shop is .... for a new assistant. Perhaps Manal can work there.
a investing b writing c arranging (d) advertising

6 **Rewrite the following using the word(s) in brackets to give the same meaning:**

1 "You must stop smoking!" the doctor said to Hatem. (advised)
The doctor advised Hatem to stop smoking.
2 "What is the fastest way to Capital Bank?" (I asked) *I asked what the fastest way was to Capital Bank.*
3 I liked the book a lot, so I decided to read it again. (reread)
I liked the book a lot, so I decided to reread it.

7 **Write an email of seven (7) sentences to a friend who wants to know about one of the following:**

- social networking sites
- how your school has changed over the past few years

Students' own answers

Module 5

Practice Test 5b

A Language Functions

1 Finish the following dialogue:

A basketball player is visiting a school.

Teacher: Today, a famous basketball player is visiting our school. This is Captain Tarek.
1 *Could you answer some of the students' questions* ?

Captain Tarek: Of course. What questions would the students like to ask?

Ali: My friends say that I will never be good at basketball because I'm not very tall. Is that right?

Captain Tarek: **2** *I'm afraid I disagree* . You don't have to be tall. When I started playing, I was one of the smallest boys in the class!

Basel: **3** *Then what happened/What happened after that* ?

Captain Tarek: I became the best basketball player in the class because I always trained very hard.

Basel: Do you think one day I might be as good as you?

Captain Tarek: **4** *You might be* !

2 Write what you would say in each of the following situations:

1 You would like to ask a teacher to explain why it is colder in the winter than in the summer.

Could you please explain to me why it is colder in the winter than in the summer?

2 You think that this lesson is very interesting. You want to know what your friend thinks of it.

What do you think of this lesson?/How do you feel about this lesson?

3 A friend tells you that he / she had an interesting morning. First, he / she went to the park. You want to know more.

Tell me more./Go on.

B Reading Comprehension

3 Read the following, then answer the questions:

A tourist has been found after spending five days in the desert. He went for a walk and must have got lost. He was *delighted* when a farmer found him.

The farmer gave him water and told him that he should have taken a phone and lots of water into the desert. Then the farmer took him to a hospital. When he got there, a doctor advised him to sleep and drink lots of water, but said that he was not hurt.

We interviewed the tourist when he got home. He asked us to thank the farmer and the doctors. He said that if he went to the desert again, he would be much more careful.

1 What happened to the tourist when he went for a walk? *He must have got lost.*

2 Why do you think the farmer said that he should have taken a phone?
He should have taken a phone because then he could call someone if he had problems.

3 What did the doctor say that the tourist should do? *The doctor advised him to sleep and drink lots of water.*

4 What do you think the word *delighted* means?
a very sad **b** very thirsty **(c)** very happy **d** very ill

5 What does the underlined word there refer to?
a the desert **b** the farm **(c)** the hospital **d** the man's home

C The Reader

4 a. Match column A with column B:

A	B
1 Polly	a believed that a pound wouldn't help if it made the horse tired.
2 Ginger	b was given food before walking for many kilometres.
3 Jerry	c was Jerry's wife.
4 Black Beauty	d wasn't able to run very fast after the fall.
	e was Jerry's son.

(Answers: 1 – c, 2 – d, 3 – a, 4 – b)

b. Answer the following questions:

1 How did Jerry describe Black Beauty to his daughter? *He said that he was as gentle as she was.*
2 Why did Black Beauty stop finding it difficult to pull a taxi in London?
Because he began to trust Jerry.
3 Why do you think that Jerry took Captain to work on Black Beauty's first morning in London? *I think he did not want Black Beauty to have a difficult first day.*
4 Why did Ginger stop kicking people who weren't good to her?
Because she was not strong enough to kick any more.
5 How do we know that Jerry was a kind man?
We know that Jerry is kind because he took the woman to hospital when he saw that she needed help.

D Usage and Writing

5 Choose the correct answer from a, b, c or d:

1 Ahmed asked me what .... doing yesterday at four o'clock.
a was I (b) I was c am I d I am
2 Some beautiful flowers .... planted outside the school.
a has been b was (c) have been d have
3 If you visited the zoo on Friday, it .... very busy.
a is b might have c would have (d) might be
4 This email asks for my computer password. It must be a ....
a score b skin (c) scam d scan
5 My brother broke his phone and needs someone to .... it.
a make b explain (c) repair d report
6 It is hot today. It must be about forty ....
(a) degrees b dots c metres d marks

6 Rewrite the following using the word(s) in brackets to give the same meaning:

1 Perhaps if we see the teacher, she can help us with our homework. (might)
If I see the teacher, she might be able to help us with our homework.
2 What's the name of the biggest city in England? (like to know)
I'd like to know the name of the biggest city in England.
3 They didn't like the colour of the house, so they decided to paint it again with a different colour. (repaint) *They didn't like the colour of the house, so they decided to repaint it with a different colour.*

7 Write a paragraph of seven (7) sentences about one of the following:

- someone you have interviewed
- one of the ancient or modern wonders of the world

Students' own answers

UNIT
16 Animal stories
SB pages 36–40 WB pages 28–30

Objectives

Grammar
The past perfect
Reading
Reading two stories with a moral
Listening
Listening and responding to news
Speaking
Responding to news
Writing
Writing a story with a moral

LESSON 1 SB page 36

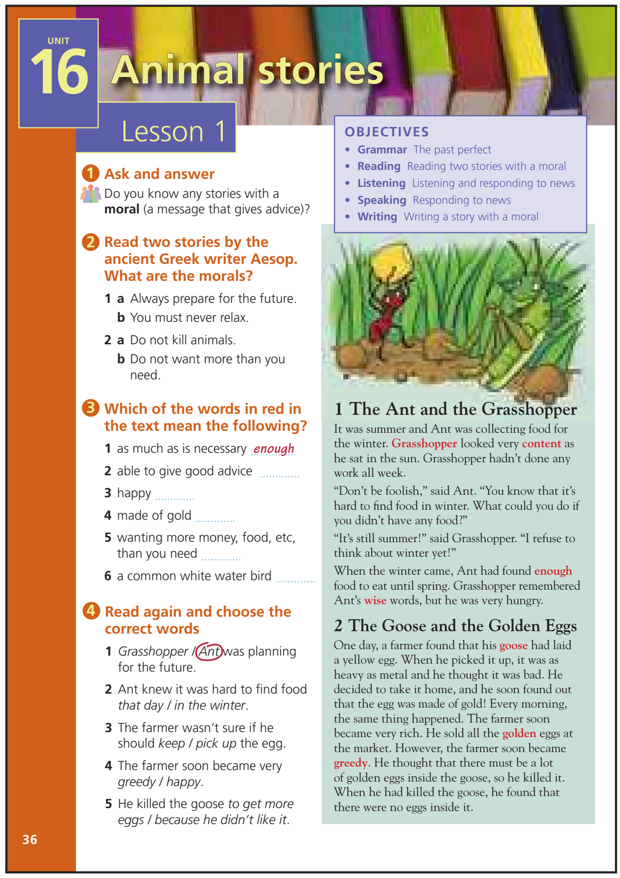
Outcomes

- To talk about stories with a moral
- To read stories with morals and answer questions

Before using the book:

- Write *Animal stories* on the board. Put the students into small groups to brainstorm a list of different kinds of story, for example, action, adventure, and so on.
- Invite the groups to share their ideas, and write them on the board. Then have a short class discussion about the students' favourite kinds of stories.
- Write the word *moral* on the board and ask students if they know what it means. Explain that stories with morals contain messages that give advice. Ask whether they like these kinds of stories.

SB Page 36


UNIT 16 Animal stories

Lesson 1

OBJECTIVES
- **Grammar** The past perfect
- **Reading** Reading two stories with a moral
- **Listening** Listening and responding to news
- **Speaking** Responding to news
- **Writing** Writing a story with a moral

1 Ask and answer
Do you know any stories with a **moral** (a message that gives advice)?

2 Read two stories by the ancient Greek writer Aesop. What are the morals?
1 a Always prepare for the future.
b You must never relax.
2 a Do not kill animals.
b Do not want more than you need.

3 Which of the words in red in the text mean the following?
1 as much as is necessary *enough*
2 able to give good advice ....
3 happy ....
4 made of gold ....
5 wanting more money, food, etc, than you need ....
6 a common white water bird ....

4 Read again and choose the correct words
1 *Grasshopper / Ant* was planning for the future.
2 Ant knew it was hard to find food *that day / in the winter*.
3 The farmer wasn't sure if he should *keep / pick up* the egg.
4 The farmer soon became very *greedy / happy*.
5 He killed the goose *to get more eggs / because he didn't like it*.

1 The Ant and the Grasshopper
It was summer and Ant was collecting food for the winter. **Grasshopper** looked very **content** as he sat in the sun. Grasshopper hadn't done any work all week.
"Don't be foolish," said Ant. "You know that it's hard to find food in winter. What could you do if you didn't have any food?"
"It's still summer!" said Grasshopper. "I refuse to think about winter yet!"
When the winter came, Ant had found **enough** food to eat until spring. Grasshopper remembered Ant's **wise** words, but he was very hungry.

2 The Goose and the Golden Eggs
One day, a farmer found that his **goose** had laid a yellow egg. When he picked it up, it was as heavy as metal and he thought it was bad. He decided to take it home, and he soon found out that the egg was made of gold! Every morning, the same thing happened. The farmer soon became very rich. He sold all the **golden** eggs at the market. However, the farmer soon became **greedy**. He thought that there must be a lot of golden eggs inside the goose, so he killed it. When he had killed the goose, he found that there were no eggs inside it.

36

1 Ask and answer

1 Draw attention to the Objectives box on page 36, which refers to the objectives of the unit, and explain in Arabic if necessary.

2 Students work in small groups to discuss the question.

3 Invite the groups to share their ideas and have a short class discussion about what kinds of advice such stories give.

Answers:

Students' own answers

2 Read two stories by the ancient Greek writer Aesop. What are the morals?

1 Ask the students to read the options for each story.

2 They then read the stories quickly to find the answers. Remind them not to worry about any words they don't know at this point.

3 Check the answers with the whole class.

Answers:

1 a   2 b

3 Which of the words in red in the text mean the following?

1 Ask the students to read the words in red in the text and ask them to discuss in pairs what they think the meanings are. Encourage them to read the context carefully to help them work out the meaning of words they don't know.

2 Then ask them to read the definitions and match them with the words in red.

3 Check answers with the whole class.

Answers:

2 wise	3 content	4 golden
5 greedy	6 goose	

4 Read again and choose the correct words

1 Ask the students to read the texts again more carefully. Then invite volunteers to summarise the main points of each story.

2 Ask the students to work in pairs to decide which the correct option is in each sentence. Then ask them to read the texts again to check their answers.

3 Ask the students whether there were any words they weren't sure of in the text and discuss their meanings together as a class.

4 Ask the students which story they liked best and ask them to talk about similar stories they know with morals.

Answers:

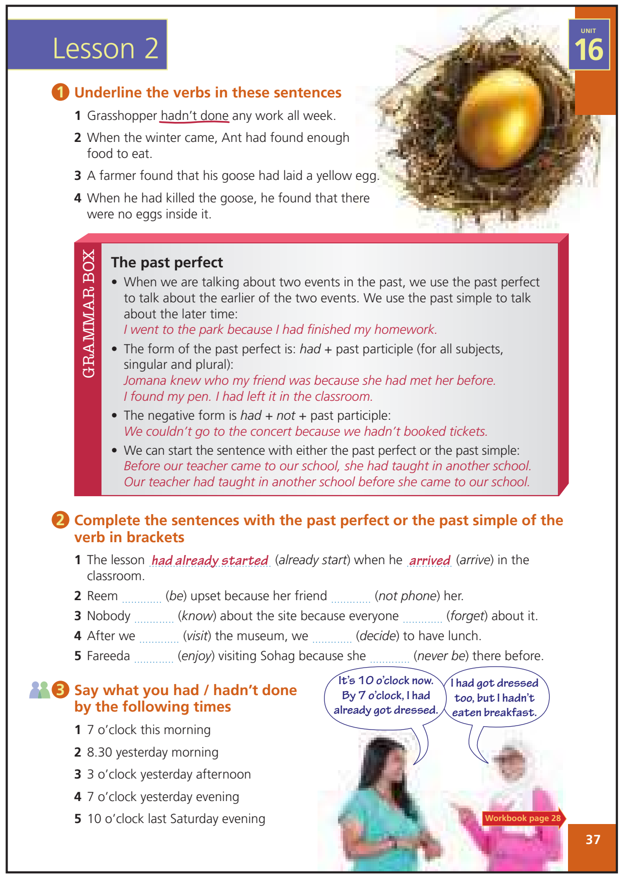
2 in the winter	3 keep
4 greedy	5 to get more eggs

LESSON 2 SB page 37 WB page 28

Outcome

• To use the past perfect correctly

SB Page 37


Lesson 2

UNIT 16

1 Underline the verbs in these sentences

1 Grasshopper hadn't done any work all week.
2 When the winter came, Ant had found enough food to eat.
3 A farmer found that his goose had laid a yellow egg.
4 When he had killed the goose, he found that there were no eggs inside it.

GRAMMAR BOX

The past perfect

- When we are talking about two events in the past, we use the past perfect to talk about the earlier of the two events. We use the past simple to talk about the later time: *I went to the park because I had finished my homework.*
- The form of the past perfect is: *had* + past participle (for all subjects, singular and plural): *Jomana knew who my friend was because she had met her before. I found my pen. I had left it in the classroom.*
- The negative form is *had* + *not* + past participle: *We couldn't go to the concert because we hadn't booked tickets.*
- We can start the sentence with either the past perfect or the past simple: *Before our teacher came to our school, she had taught in another school. Our teacher had taught in another school before she came to our school.*

2 Complete the sentences with the past perfect or the past simple of the verb in brackets

1 The lesson *had already started* (*already start*) when he *arrived* (*arrive*) in the classroom.
2 Reem .... (*be*) upset because her friend .... (*not phone*) her.
3 Nobody .... (*know*) about the site because everyone .... (*forget*) about it.
4 After we .... (*visit*) the museum, we .... (*decide*) to have lunch.
5 Fareeda .... (*enjoy*) visiting Sohag because she .... (*never be*) there before.

3 Say what you had / hadn't done by the following times

1 7 o'clock this morning
2 8.30 yesterday morning
3 3 o'clock yesterday afternoon
4 7 o'clock yesterday evening
5 10 o'clock last Saturday evening

1 Underline the verbs in these sentences

1 Allow time for the students to read the Grammar box carefully.

2 Ask the students to copy the four sentences into their notebooks and underline the verbs as in the example.

3 Go round and check answers quickly.

Answers:

2 When the winter came, Ant had found enough food to eat.
3 A farmer found that his goose had laid a yellow egg.
4 When he had killed the goose, he found that there were no eggs inside it.

2 Complete the sentences with the past perfect or the past simple of the verb in brackets

1 Read out the first sentence, completed as the example. Check understanding – ask which action happened first (*had already started*). With weaker students, complete the second sentence together too (this time the past perfect – the first action – appears second in the sentence).

2 Allow time for the students to complete the task in pairs. Go round and offer help if necessary.

3 Check answers by asking students to read out the completed sentences.

Answers:

2 was, had not phoned
3 knew, had forgotten
4 had visited, decided
5 enjoyed, had never been

3 Say what you had/hadn't done by the following times

1 Read out the question, and then ask two students to read out the speech bubbles.

2 Invite two students to have a similar conversation, beginning *By 7 o'clock this morning, I had …* and then using their own ideas.

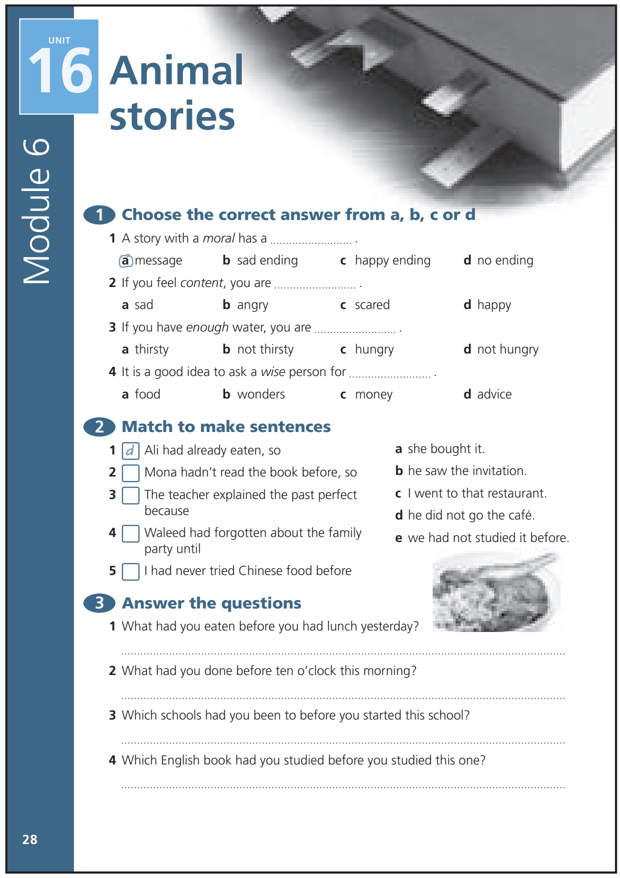
3 Students then complete the task in pairs, taking turns to talk about the five times of day, beginning *By … I had …* each time. Go round and monitor while they are working, and check that they use the past perfect correctly.

4 Invite different pairs to re-enact their conversations while the rest of the class listen.

Answers:

Students' own answers

WB Page 28


UNIT 16 Animal stories

Module 6

1 Choose the correct answer from a, b, c or d

1 A story with a *moral* has a ....
(a) message b sad ending c happy ending d no ending
2 If you feel *content*, you are ....
a sad b angry c scared d happy
3 If you have *enough* water, you are ....
a thirsty b not thirsty c hungry d not hungry
4 It is a good idea to ask a *wise* person for ....
a food b wonders c money d advice

2 Match to make sentences

1 [d] Ali had already eaten, so
2 [ ] Mona hadn't read the book before, so
3 [ ] The teacher explained the past perfect because
4 [ ] Waleed had forgotten about the family party until
5 [ ] I had never tried Chinese food before

a she bought it.
b he saw the invitation.
c I went to that restaurant.
d he did not go the café.
e we had not studied it before.

3 Answer the questions

1 What had you eaten before you had lunch yesterday?
....
2 What had you done before ten o'clock this morning?
....
3 Which schools had you been to before you started this school?
....
4 Which English book had you studied before you studied this one?
....

28

1 Choose the correct answer from a, b, c or d

1 Ask the students to read the sentences and options.

2 Put them in pairs to complete the task.

3 Check the answers as a class.

Answers:

2 d 3 b 4 d

2 Match to make sentences

1 Read out the example sentence and check that the students agree that *d* is the correct answer.

2 Ask the students to complete the exercise individually before checking their answers with a partner.

3 Invite different students to read out each full sentence.

Answers:

2 a 3 e 4 b 5 c

3 Answer the questions

1 Read out the first question and elicit different answers from around the class. Make sure that the students answer in complete sentences, using the past perfect correctly.

2 The students complete the exercise individually and then compare their answers in pairs. Go round and check.

3 Invite volunteers to read out their sentences to the class.

Answers:

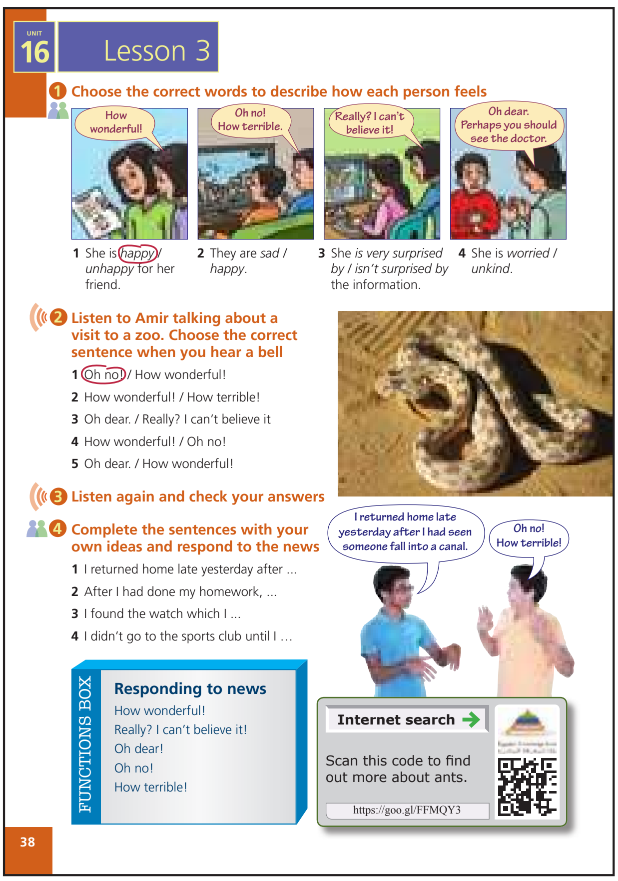
Students' own answers

LESSON 3 SB page 38

Outcomes

- To respond to news
- To listen to someone's news and respond appropriately
- To carry out an internet search about ants

SB Page 38


UNIT 16 Lesson 3

1 Choose the correct words to describe how each person feels

1 She is happy / unhappy for her friend.
2 They are sad / happy.
3 She is very surprised by / isn't surprised by the information.
4 She is worried / unkind.

2 Listen to Amir talking about a visit to a zoo. Choose the correct sentence when you hear a bell

1 Oh no! / How wonderful!
2 How wonderful! / How terrible!
3 Oh dear. / Really? I can't believe it
4 How wonderful! / Oh no!
5 Oh dear. / How wonderful!

3 Listen again and check your answers

4 Complete the sentences with your own ideas and respond to the news

1 I returned home late yesterday after ...
2 After I had done my homework, ...
3 I found the watch which I ...
4 I didn't go to the sports club until I ...

FUNCTIONS BOX
Responding to news
How wonderful!
Really? I can't believe it!
Oh dear!
Oh no!
How terrible!

Internet search
Scan this code to find out more about ants.
https://goo.gl/FFMQY3

38

1 Choose the correct words to describe how each person feels

1 Ask the students to look at the pictures and describe what they can see in each one.

2 Then ask them to read the speech bubbles, and elicit the meanings of the phrases.

3 Student then work in pairs to choose the correct adjectives.

4 Check the answers with the whole class.

Answers:

2 sad   3 is very surprised by   4 worried

2 Listen to Amir talking about a visit to the zoo. Choose the correct sentence when you hear a bell

1 Ask the students to read the sentences. Then play the first part of the conversation and pause the recording after the first bell. Explain that students have to choose the appropriate response for each sentence, as in the example.

2 Play the rest of the recording, pausing after each bell for the students to decide which response is most appropriate.

3 Ask the students to compare their ideas, and play the recording again if necessary.

4 Invite them to share their ideas but do not confirm the answers at this point. They can check this in exercise 3 (the completed script without the bell sounds is given below).

3 Listen again and check your answers

1 Check the answers by playing the recording, pausing for the students to respond after each relevant section, and then playing the answers for them to check.

Tapescript

Boy 1: *Hello Amir! I haven't seen you for a long time!*

Amir: *No, I've been away on holiday. I've only just come back.*

Boy 1: *How was the trip?*

Amir: *It was great. But it didn't start very well!*

Boy 1: *Why? What happened?*

Amir: *Well, on our first day, we decided to go to the zoo, but we found out that it had closed an hour before we got there.*

Boy 1: *Oh no!*

Amir:	*Yes, a snake had escaped and nobody knew where it was.*
Boy 1:	*How terrible!*
Amir:	*Then, when we were leaving the zoo car park, we saw the snake!*
Boy 1:	*Really? I can't believe it!*
Amir:	*It looked at us and moved very slowly past our car. I had never seen a snake so close before!*
Boy 1:	*How wonderful!*
Amir:	*But then a lot of men from the zoo arrived with sticks.*
Boy 1:	*Oh dear!*
Amir:	*They didn't hurt the snake and soon they took it back inside the zoo.*
Boy 1:	*I'm very happy to hear that!*

Answers:

2 How terrible.	3 Really? I can't believe it!
4 How wonderful!	5 Oh dear.

4 Complete the sentences with your own ideas and respond to the news

1 Ask the students to read the Functions box and ask them to suggest situations where they might respond with the different expressions.

2 Then ask them to read the example in speech bubbles.

3 Students then take turns to complete the sentences and respond to their partner's news. Go round and monitor, helping where necessary.

4 Invite different pairs of students to role-play for the rest of the class to listen and check correct usage of the phrases.

Answers:

Students' own answers

Internet search

1 Ask the students to read the Internet search box. Ask them what they know about ants.

2 Now tell the students that they are going to do an internet search to find out more. They can scan the QR code with their phones to access the link within the Egyptian Knowledge Bank (or type in the address if they are unable to scan the code).

3 The research can be done in class, or as homework.

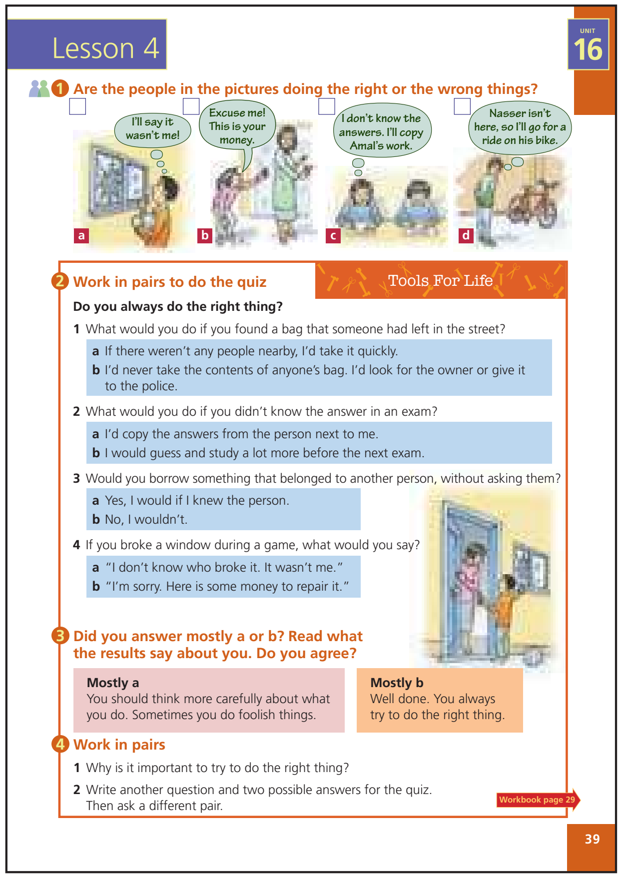
4 When they have carried out their research, ask the students to report their findings to the rest of the class.

LESSON 4 SB page 39 WB page 29

Outcome

• To talk about doing the right thing

SB Page 39


Lesson 4

UNIT 16

1 Are the people in the pictures doing the right or the wrong things?

2 Work in pairs to do the quiz

Tools For Life

Do you always do the right thing?

1 What would you do if you found a bag that someone had left in the street?
a If there weren't any people nearby, I'd take it quickly.
b I'd never take the contents of anyone's bag. I'd look for the owner or give it to the police.

2 What would you do if you didn't know the answer in an exam?
a I'd copy the answers from the person next to me.
b I would guess and study a lot more before the next exam.

3 Would you borrow something that belonged to another person, without asking them?
a Yes, I would if I knew the person.
b No, I wouldn't.

4 If you broke a window during a game, what would you say?
a "I don't know who broke it. It wasn't me."
b "I'm sorry. Here is some money to repair it."

3 Did you answer mostly a or b? Read what the results say about you. Do you agree?

Mostly a
You should think more carefully about what you do. Sometimes you do foolish things.

Mostly b
Well done. You always try to do the right thing.

4 Work in pairs

1 Why is it important to try to do the right thing?
2 Write another question and two possible answers for the quiz. Then ask a different pair.

Workbook page 29

39

1 Are the people in the pictures doing the right or the wrong things?

1 Ask the students to look at the pictures and say what is happening in each one (a boy has broken a window, a girl has found some money, a student wants to look at someone else's work, a man is looking at a bicycle).

2 Then ask them to read the speech bubbles and work in pairs to discuss whether the people are doing the right or the wrong thing.

3 Ask the students to share their ideas and encourage them to give reasons for their answers. Ask them to say why the people in *a*, *c* and *d* are doing the wrong thing.

Answers:

a wrong b right c wrong d wrong

2 Work in pairs to do the quiz

1 Ask the students to read through the quiz and check the meaning of any words they don't know.

2 Ask them to read the question *Do you always do the right thing?* and give their initial responses.

3 Then ask them to complete the quiz individually before comparing their answers with a partner.

Answers:

Students' own answers

3 Did you answer mostly a or b? Read what the results say about you. Do you agree?

1 Ask the students to look back at their answers and count up how many times they chose *a* and how many times they chose *b*. Ask people who chose mostly *a* to read the *Mostly a* box, and those who chose mainly *b* to read the *Mostly b* box.

2 Ask them whether they agree with what the box says and to explain why/why not. Is it different to what they said earlier?

Answers:

Students' own answers

4 Work in pairs

1 Ask the students to look at the first question and discuss it in pairs.

2 Then ask them to share their ideas and have a short class discussion about right and wrong. Ask them to think about how they might feel if someone did something bad to them, such as lying or taking something of theirs without asking.

3 Then ask them to write another question with a and b answers. Go round and monitor, helping where necessary.

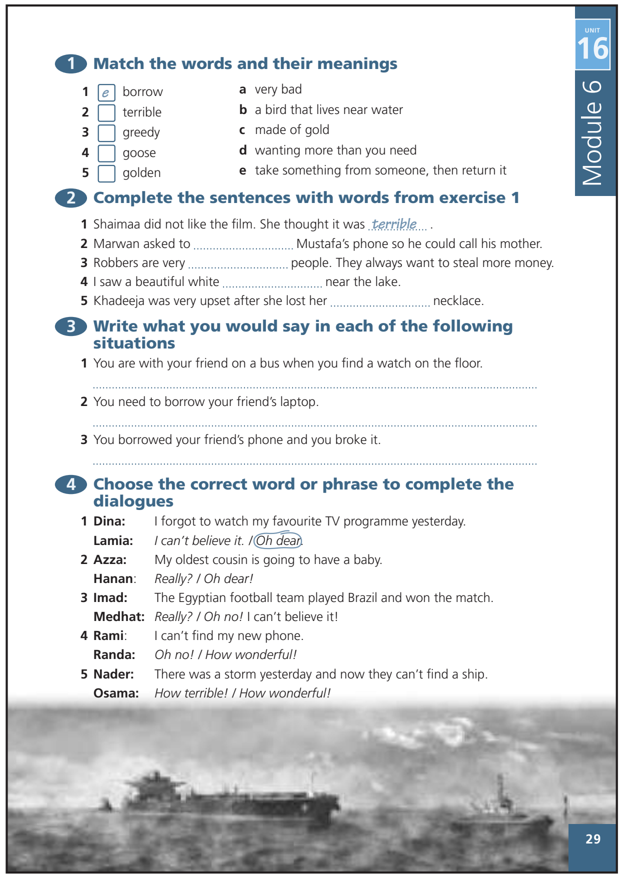
4 The pairs then join another pair of students to ask their questions.

5 Finally, ask different pairs of students to ask the class their question, and discuss the rights and wrongs of the situation.

Answers:

Students' own answers

✎ WB Page 29


UNIT 16

Module 6

1 Match the words and their meanings

1 [e] borrow
2 [ ] terrible
3 [ ] greedy
4 [ ] goose
5 [ ] golden

a very bad
b a bird that lives near water
c made of gold
d wanting more than you need
e take something from someone, then return it

2 Complete the sentences with words from exercise 1

1 Shaimaa did not like the film. She thought it was *terrible*.
2 Marwan asked to .... Mustafa's phone so he could call his mother.
3 Robbers are very .... people. They always want to steal more money.
4 I saw a beautiful white .... near the lake.
5 Khadeeja was very upset after she lost her .... necklace.

3 Write what you would say in each of the following situations

1 You are with your friend on a bus when you find a watch on the floor.
....
2 You need to borrow your friend's laptop.
....
3 You borrowed your friend's phone and you broke it.
....

4 Choose the correct word or phrase to complete the dialogues

1 **Dina:** I forgot to watch my favourite TV programme yesterday.
Lamia: *I can't believe it. / Oh dear.*
2 **Azza:** My oldest cousin is going to have a baby.
Hanan: *Really? / Oh dear!*
3 **Imad:** The Egyptian football team played Brazil and won the match.
Medhat: *Really? / Oh no!* I can't believe it!
4 **Rami:** I can't find my new phone.
Randa: *Oh no! / How wonderful!*
5 **Nader:** There was a storm yesterday and now they can't find a ship.
Osama: *How terrible! / How wonderful!*

29

1 Match the words and their meanings

1 Read the example answer and check that students agree that *e* is the correct definition.

2 Students then complete the task in pairs.

3 Check the answers with the whole class.

Answers:

2 a 3 d 4 b 5 c

2 Complete the sentences with words from exercise 1

1 Ask the students to look at the sentences and complete them with the appropriate words from exercise 1.

2 Check the answers and then invite different students to read out each completed sentence.

Answers:

2 borrow 3 greedy 4 goose 5 golden

3 Write what you would say in each of the following situations

1 Read the first situation with the class and elicit a suitable response.

2 Students work in pairs to complete the task.

3 Check their answers as a class. Answers may vary.

Sug stedn swers:

1 Excuse me! This is your watch.
2 Can I borrow your laptop, please?
3 I'm really sorry. I broke your phone

4 Choose the correct word or phrase to complete the dialogues

1 Elicit the phrases for responding to news.

2 Then ask the students to work in pairs to choose the best option for each dialogue.

3 Check the answers with the whole class and then invite pairs of students to read out the dialogues.

Answers:

2 Really? 3 Really?
4 Oh no! 5 How terrible.

REVIEW **SB page 40** **WB page 30**

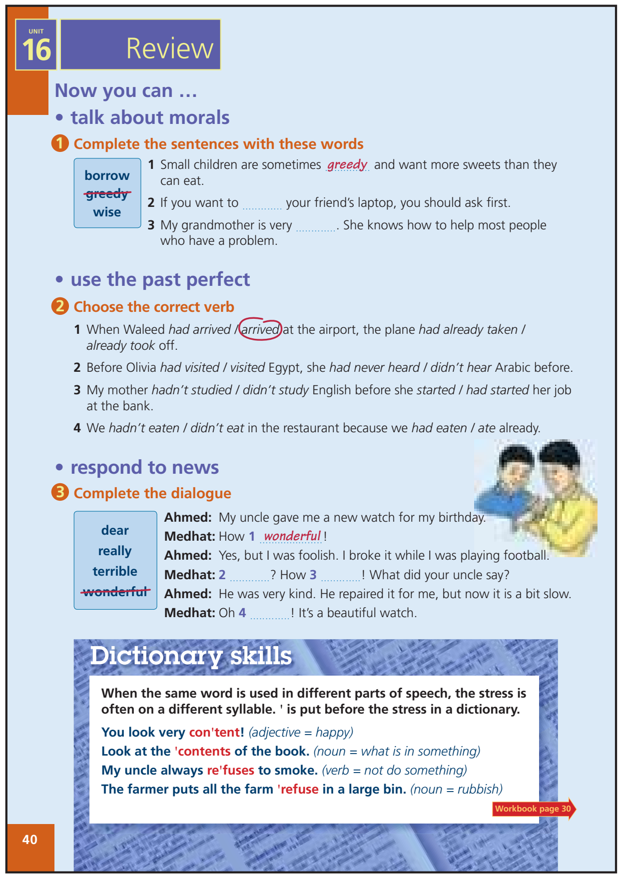
Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise dictionary skills

Before using the book:

- Write *Animal stories* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

SB Page 40



UNIT 16 Review

Now you can …

• talk about morals

1 Complete the sentences with these words

borrow ~~greedy~~ wise

1 Small children are sometimes *greedy* and want more sweets than they can eat.
2 If you want to .... your friend's laptop, you should ask first.
3 My grandmother is very .... She knows how to help most people who have a problem.

• use the past perfect

2 Choose the correct verb

1 When Waleed *had arrived* / *arrived* at the airport, the plane *had already taken* / *already took* off.
2 Before Olivia *had visited* / *visited* Egypt, she *had never heard* / *didn't hear* Arabic before.
3 My mother *hadn't studied* / *didn't study* English before she *started* / *had started* her job at the bank.
4 We *hadn't eaten* / *didn't eat* in the restaurant because we *had eaten* / *ate* already.

• respond to news

3 Complete the dialogue

dear really terrible ~~wonderful~~

Ahmed: My uncle gave me a new watch for my birthday.
Medhat: How 1 *wonderful* !
Ahmed: Yes, but I was foolish. I broke it while I was playing football.
Medhat: 2 .... ? How 3 .... ! What did your uncle say?
Ahmed: He was very kind. He repaired it for me, but now it is a bit slow.
Medhat: Oh 4 .... ! It's a beautiful watch.

Dictionary skills

When the same word is used in different parts of speech, the stress is often on a different syllable. ' is put before the stress in a dictionary.

You look very con'tent! *(adjective = happy)*
Look at the 'contents of the book. *(noun = what is in something)*
My uncle always re'fuses to smoke. *(verb = not do something)*
The farmer puts all the farm 'refuse in a large bin. *(noun = rubbish)*

Workbook page 30

40

1 Complete the sentences with these words

1 Ask the students to look at the words in the box and elicit the definitions.

2 Then ask the students to complete the sentences with the words.

3 Check the answers with the whole class.

Answers:

2 borrow 3 wise

2 Choose the correct verb

1 Elicit the form and use of the past perfect.

2 Then ask the students to work in pairs to choose the correct verbs.

3 Invite different students to read out the sentences.

Answers:

1 had arrived; had already taken
2 visited; had never heard
3 hadn't studied; started
4 didn't eat; had eaten

3 Complete the dialogue

1. Elicit phrases for responding to news.
2. The students then complete the dialogue in pairs.
3. Check the answers as a whole class and then invite pairs of students to read out the completed dialogue.

Answers:

2 Really   3 terrible   4 dear

Dictionary skills

1. Ask the students whether they remember how word stress is shown in a word in the dictionary.
2. Then ask them to read the Dictionary skills box and point out how stress can change in the same word, depending on what part of speech it is being used as.
3. You could ask the students to write a different sentence to show each word in context for homework.

✎ WB Page 30

UNIT 16

Module 6

1 Read about Captain Scott and answer the questions

Captain Scott was a famous English soldier. He loved adventure and wanted to go to the middle of Antarctica. In 1910, Scott started his trip with four other people. If they got there, they would be the first people to walk to the middle of Antarctica. It was a long and difficult walk, but in January 1911, they finally arrived. However, Scott found that he was not the first person to walk there. A man called Roald Amundsen and his team had arrived one month earlier.



What did Captain Scott do that was different to Roald Amundsen?
Captain Scott did not have the modern equipment that Roald Amundsen had and he did not know how to travel in the snow as well as Roald Amundsen.

1 Why did Captain Scott want to go to Antarctica?
Because he wanted an adventure.
2 What did Captain Scott discover when he arrived in 1911?
....
3 How do you think Captain Scott felt when he made this discovery? Say why.
....
4 Who does the underlined word *they* refer to?
....
5 The moral of this story is ....
a You will not be successful unless you go faster than other people.
b Always plan very carefully before you do something.
c Don't work too hard because it might all be for nothing.
d Adventures are useful.

2 Write your own story with a moral

- You can make up a story or write a news story like the one above. Use this as a model.
- Think about the message of the story and write the moral at the end.

....
....
....
....

30

1 Read about Captain Scott and answer the questions

1. Ask the students to look at the picture and ask them what they know about Captain Scott.
2. Then ask them to read the text and answer the questions. They can do this individually and check their answers in pairs.
3. Check the answer with the class.

Answers:

2 He discovered that Roald Amundsen and his team had arrived one month before him.
3 He probably felt very bad, because he thought that he was the first man to arrive there.
4 Scott and four other people
5 b

2 Write your own story with a moral

1. Ask the students to look at the instructions and discuss some ideas as a class.
2. Students then work together to plan what they are going to write. Explain that they do not need to write a long story, but they should include a moral message. They can use the story of Captain Scott as a model for their writing.
3. They should start their story in the Workbook and continue in their notebooks if they need more space. Go round and monitor while the students work, making suggestions where necessary. When they have finished, ask them to exchange their story with a partner to read and check the spelling and grammar.
4. Finally, invite different students to read out their stories and ask the rest of the class to say what the moral of the story is.

Answers:

Students' own answers

Assessment

Speaking task

Outcome: to respond to news

Use SB p38, Functions box

1 Say the following to the students and ask them to respond appropriately: *1 Hala has passed her exam! 2 Walid is going to be 21 tomorrow. 3 I've lost my mobile phone. 4 Your cousins can't come to your family party. 5 My brother's broken his leg. 6 I had an accident on the way to school.*
2 Assess the students on their use of appropriate responses.

Reading task

Outcome: to understand stories with morals

Use SB p36, exercise 2 texts

1 Write the following statements on the board: *1 Grasshopper was being lazy. 2 Ant knew that there wouldn't be much food in winter. 3 Grasshopper agreed to find food with Ant. 4 The farmer bought a goose and found that it laid golden eggs. 5 The farmer became very rich. 6 He killed the goose and found golden eggs inside it.*
2 Ask the students to read the texts again and decide whether the statements are true or false.
3 Students discuss their ideas in pairs. Check answers as a class, and ask students to correct the false statements.

Writing task

Outcome: to use the past perfect

1 Elicit the form and use of the past perfect.
2 Ask the students to write three sentences about things that had happened in the past (they can also use their imaginations) using both the past perfect and past simple.
2 Invite different students to read out their sentences for the rest of the class to check the correct usage of the past perfect.

Listening task

Outcome: to listen and respond to someone's news

Use the tapescript for SB p38, exercises 2 and 3

1 If possible, make a copy per student of the tapescript and blank out the following phrases (alternatively, write the tapescript on the board, leaving blanks): *On no! How terrible! Really? I can't believe it! How wonderful! Oh dear!*
2 Play the recording for the students to complete the missing phrases.
3 Check the answers.

UNIT
17 Animal life in the past
SB pages 41–45 WB pages 31–33

Objectives

Grammar
The third conditional
Reading
Reading a website about dinosaurs
Listening
Listening to a talk about life in the past
Speaking
Giving dates and numbers you are not sure of
Writing
Writing about an animal

LESSON 1 SB page 41

Outcomes

- To introduce the unit to the students
- To talk about dinosaurs
- To read a website about dinosaurs and answer the questions

Before using the book:

- Write the title of the unit, *Animal life in the past*, on the board. Ask the students to guess what they might read and hear about in this unit.

SB Page 41

Animal life in the past

UNIT 17

Lesson 1

OBJECTIVES
- **Grammar:** The third conditional
- **Reading:** Reading a website about dinosaurs
- **Listening:** Listening to a talk about life in the past
- **Speaking:** Giving dates and numbers you are not sure of
- **Writing:** Writing about an animal

1 Ask and answer
How many kinds of dinosaurs used to live on the earth?

2 Read the website and check your answer to exercise 1

Dinosaurs
Dinosaurs lived on earth for more than 150 million years. By studying fossils, scientists have worked out that dinosaurs **died out** about 65 million years ago. The fossils show that there were more than 700 kinds of dinosaurs. We also know that some of today's animals come from dinosaurs, such as **lizards** and birds.
Why did dinosaurs disappear? Scientists have suggested different ideas, for example, the weather became too hot or too cold, or the dinosaurs caught a terrible disease and died out. There are now some other **theories**. One theory is that there was a huge **meteorite** which hit the earth, or perhaps there were a lot of volcanoes.
What would have happened if a huge meteorite had hit the earth? There would have been a lot of smoke and **dust**. What would have happened if a lot of volcanoes



had **erupted** at the same time? There would have been lots of dust and gas in the atmosphere. **Both** these events would have stopped the sun shining on the earth for many years. The dinosaurs would have disappeared very quickly.
Some scientists think that the dinosaurs disappeared slowly. The earth was changing and some areas became **cooler** and drier. Perhaps the dinosaurs could not get the food that they needed. If scientists had been on earth 65 million years ago, they would have seen why the dinosaurs disappeared.

3 Which of the words in red mean the following?
1 a rock which comes from space ...*meteorite*...
2 ideas we are not sure about ....
3 threw out smoke and fire ....
4 stopped living ....
5 animals that look like small crocodiles ....

4 Answer the questions
1 How do scientists know how long ago the dinosaurs lived?
2 Why would a meteorite have caused the end of the dinosaurs?
3 What happens to the atmosphere when a volcano erupts?

41

1 Ask and answer

1 Draw attention to the Objectives box on page 41, which refers to the objectives of the unit, and explain in Arabic if necessary.

2 Read out the question to the class.

3 Students then work in pairs to discuss the question.

4 Invite different students to report their ideas back to the class. Do not confirm them yet.

2 Read the website and check your answers to exercise 1

1 Read out the rubric and then allow time for the students to read the text quickly. Tell them not to worry about understanding every word at this point.

2 Students then locate the answers to the question in exercise 1. Check the answer with the whole class.

Answer:

There were more than 700 kinds of dinosaur.

3 Which of the words in red mean the following?

1 Ask the students to read the words in red in the text and ask them to discuss in pairs what they think the meanings are. Encourage them to read the context carefully to help them work out the meaning of words they don't know.

2 Then ask them to read the definitions and match them with the words in red.

3 Check answers with the whole class.

Answers:

2 theories	3 erupted
4 died out	5 lizards

4 Answer the questions

1 Ask the students to read the questions and try to answer them in pairs without referring back to the text. Invite them to share their ideas.

2 Ask the class to read the text again more carefully and to find the answers to the questions.

3 Invite different students to give their answers, and to point to the part of the text where they found the information.

Answers:

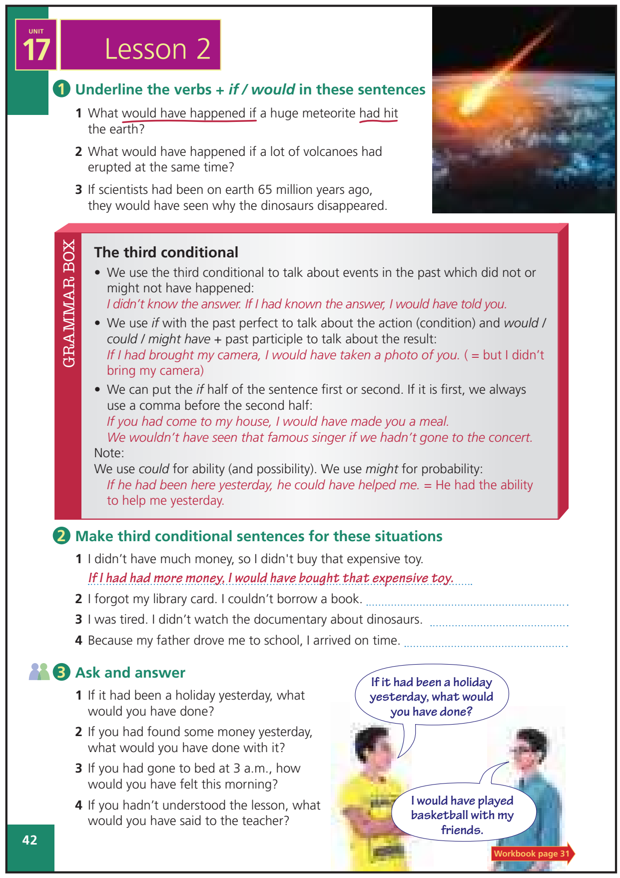
1 They know this by studying fossils.
2 There would have been a lot of smoke and dust, and this would have stopped the sun shining on the earth.
3 There is a lot of dust and gas in the atmosphere.

LESSON 2 SB page 42 WB page 31

Outcome

• To use the third conditional correctly

SB Page 42


UNIT 17 Lesson 2

1 Underline the verbs + *if / would* in these sentences

1 What would have happened if a huge meteorite had hit the earth?
2 What would have happened if a lot of volcanoes had erupted at the same time?
3 If scientists had been on earth 65 million years ago, they would have seen why the dinosaurs disappeared.

GRAMMAR BOX

The third conditional

- We use the third conditional to talk about events in the past which did not or might not have happened:
  I didn't know the answer. If I had known the answer, I would have told you.
- We use *if* with the past perfect to talk about the action (condition) and *would / could / might have* + past participle to talk about the result:
  If I had brought my camera, I would have taken a photo of you. (= but I didn't bring my camera)
- We can put the *if* half of the sentence first or second. If it is first, we always use a comma before the second half:
  If you had come to my house, I would have made you a meal.
  We wouldn't have seen that famous singer if we hadn't gone to the concert.

Note:
We use *could* for ability (and possibility). We use *might* for probability:
If he had been here yesterday, he could have helped me. = He had the ability to help me yesterday.

2 Make third conditional sentences for these situations

1 I didn't have much money, so I didn't buy that expensive toy.
If I had had more money, I would have bought that expensive toy.
2 I forgot my library card. I couldn't borrow a book. ....
3 I was tired. I didn't watch the documentary about dinosaurs. ....
4 Because my father drove me to school, I arrived on time. ....

3 Ask and answer

1 If it had been a holiday yesterday, what would you have done?
2 If you had found some money yesterday, what would you have done with it?
3 If you had gone to bed at 3 a.m., how would you have felt this morning?
4 If you hadn't understood the lesson, what would you have said to the teacher?

42

Workbook page 31

1 Underline the verbs + *if/would* in these sentences

1 Review the form and use of the first and second conditionals.

2 Tell the students to read the Grammar box carefully.

3 Read out the first sentence, completed as the example.

4 Allow time for the students to complete the task in pairs.

5 Elicit the form of the third conditional (*if* + past perfect, *would have* + past participle). Point out that the *if* clause can be first or second in the sentence. When it comes first, a comma is used between clauses. Explain that the meaning stays the same, whichever order the clauses are in.

Answers:

2 What would have happened if a lot of volcanoes had erupted at the same time?
3 If scientists had been on earth 65 million years ago, they would have seen why the dinosaurs disappeared.

2 Make third conditional sentences for these situations

1 Read out the first sentence, completed as the example. Check that the students understand what to do.

2 Put the students in pairs to complete the task. Go round and monitor.

3 Check answers by asking different students to read the completed sentences. Then ask them to rewrite the sentences starting with the *would* clause.

Answers:

2 If I hadn't forgotten my library card, I would have been able to borrow a book.
3 If I hadn't been tired, I would have watched the documentary about dinosaurs.
4 If my father hadn't driven me to school, I would have been late/I wouldn't have arrived on time.

3 Ask and answer

1 Ask two students to read out the speech bubbles.

2 Students then read the situations. Model the first question and answer with a confident student.

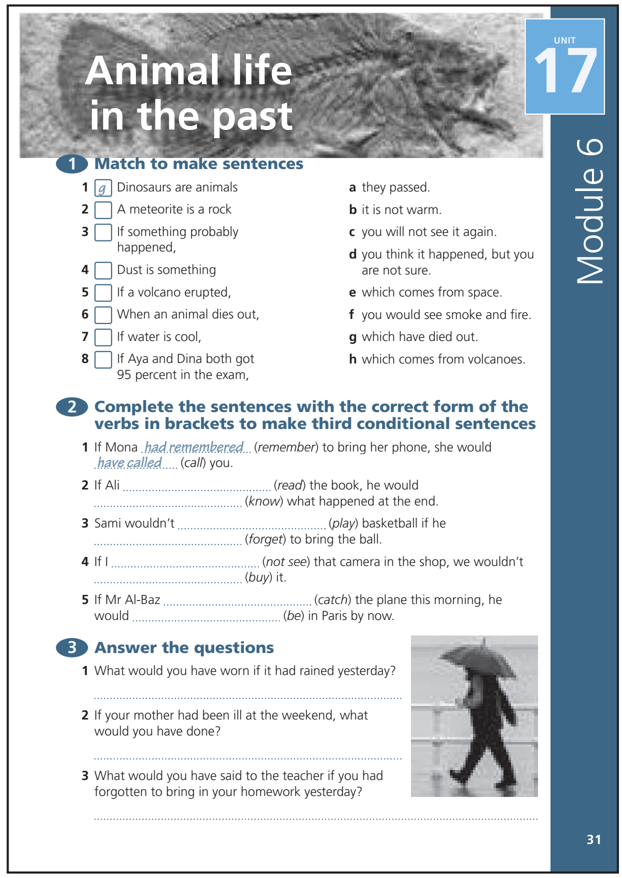
3 Students then work in pairs to ask and answer. Go round and listen, making sure they use the third conditional correctly.

4 Invite students to report back to the class what their partners have told them, using the third conditional.

Answers:

Students' own answers

WB Page 31



UNIT 17

Module 6

Animal life in the past

1 Match to make sentences

1 [g] Dinosaurs are animals
2 [ ] A meteorite is a rock
3 [ ] If something probably happened,
4 [ ] Dust is something
5 [ ] If a volcano erupted,
6 [ ] When an animal dies out,
7 [ ] If water is cool,
8 [ ] If Aya and Dina both got 95 percent in the exam,

a they passed.
b it is not warm.
c you will not see it again.
d you think it happened, but you are not sure.
e which comes from space.
f you would see smoke and fire.
g which have died out.
h which comes from volcanoes.

2 Complete the sentences with the correct form of the verbs in brackets to make third conditional sentences

1 If Mona *had remembered* (*remember*) to bring her phone, she would *have called* (*call*) you.
2 If Ali .... (*read*) the book, he would .... (*know*) what happened at the end.
3 Sami wouldn't .... (*play*) basketball if he .... (*forget*) to bring the ball.
4 If I .... (*not see*) that camera in the shop, we wouldn't .... (*buy*) it.
5 If Mr Al-Baz .... (*catch*) the plane this morning, he would .... (*be*) in Paris by now.

3 Answer the questions

1 What would you have worn if it had rained yesterday?
....
2 If your mother had been ill at the weekend, what would you have done?
....
3 What would you have said to the teacher if you had forgotten to bring in your homework yesterday?
....

31

1 Match to make sentences

1 Read out the first example and check the students agree that *g* is the matching half of the sentence.

2 Allow time for the students to complete the task, and then check the answers as a whole class.

Answers:

2 e 3 d 4 h 5 f 6 c 7 b 8 a

2 Complete the sentences with the correct form of the verbs in brackets to make third conditional sentences

1 Elicit the form of the third conditional.

2 Read out the first sentence, completed as the example.

3 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.

Answers:

2 had read, have known
3 have played, had forgotten
4 hadn't seen, have bought
5 had caught, have been

3 Answer the questions

1 Read out the questions and invite different answers from the class. Prompt students to answer in complete sentences, using the third conditional.

2 Students write their answers. Go round and monitor, making sure they use complete sentences using the third conditional.

3 Invite different students to read out their sentences.

Answers:

Students' own answers

LESSON 3 SB page 43

Outcomes

- To talk about dinosaurs and Stone Age people
- To listen to a museum guide talking about Stone Age people
- To practise giving dates and numbers you are not sure of
- To carry out an internet search about dinosaurs

SB Page 43


Lesson 3

UNIT 17

1 Ask and answer

1 Where do you think this picture was found, in a cave or in a river?

2 How old do you think it is, 80 or 8,000 years old?

2 Listen to a museum guide talking to some students. Check your answers to exercise 1

3 Listen again and complete the sentences

1 Dinosaurs did not live *at the same time as people.*

2 Scientists are not sure exactly ....

3 One of the most important times in history was when people learned to make things with ....

4 At the beginning of the Stone Age, people lived in ....

5 Farming began in North ....

6 People began to build huts to ....

4 Work in pairs. Ask and answer using expressions from the Functions box

1 when / dinosaurs / live?

2 when / people / first live?

3 when / people / begin farming?

4 when / Stone Age?

5 when / dinosaurs / die out?

FUNCTIONS BOX

Giving dates you are not sure of

(Dinosaurs lived) about 65 million years ago.

(We think that people first lived) maybe 250,000 years ago.

(I'm going to talk to you about some people who lived) almost 8,000 years ago.

In around 8,000 BCE, (people began farming in North Africa).

Internet search

Scan this code to find out more about dinosaurs.

https://goo.gl/n1HCKw

43

1 Ask and answer

1 Ask the students to look at the picture and discuss the questions in pairs or small groups.

2 Read out the questions one by one and invite different students to answer them. Do not confirm their ideas at this point, but tell them they will find out more later.

2 Listen to a museum guide talking to some students. Check your answers to exercise 1

1 Tell the students just to listen to the general meaning in order to find the answer to the questions, and not to worry about details because they will hear the recording again.

2 Play the recording and then ask the students to answer the questions. Play it again if necessary.

3 Check their answers as a class.

Tapescript

Female guide:	*Welcome to the history museum. Have you all seen the dinosaurs? Yes?*
Children:	*Yes.*

Female guide:	*Good. Now many people ask me, "Did dinosaurs live at the same time as people?" The answer is no! Dinosaurs lived approximately 65 million years ago. Scientists are not sure exactly when people started living on earth. We think that people first lived maybe 250,000 years ago.* *Today I'm going to talk to you about some people who lived about 8,000 years ago. One of the most important times in history was when people learned to make things with stone. Then they were better at catching animals and could build better homes. This was called the Stone Age.* *At the beginning of the Stone Age, people moved from place to place. They did this because they needed to look for food.*
Girl 1:	*Where did they live?*
Female guide:	*That's a good question. There weren't any houses then. They lived in caves.* *Archaeologists have found cave art in different places round the world.*
Girl 2:	*What did they eat?*
Female guide:	*They ate plants and also meat from the animals they caught.*
Girl 3:	*How did they keep warm?*
Female guide:	*They learnt to make fire. Then, in around 8,000 BCE, people began farming in North Africa. They planted wheat and they kept sheep. They began to build huts to live in so they wouldn't have to move around.* *What else do we know about this time? Well, archaeologists have found animal bones which people used to sew clothes. We know that people used animal skins to make their clothes. These kept them warm. It was perhaps 4,000 BCE when people started making pots and pans out of clay. This meant they could eat different food, like soup.*
Girl 4:	*Did they have cans of soup?*
Female guide:	*No! People couldn't eat soup in cans until some time in the nineteenth century. You can see that life was very different from today.*

Answers:

1 It was found in a cave.
2 It is 8,000 years old.

3 Listen again and complete the sentences

1 First, ask the students to read the incomplete sentences. Ask them to predict the rest of the sentences in pairs.

2 Play the recording again, and then allow time for them to complete the sentences and compare answers with their partners.

3 Check answers with the whole class and if necessary play the recording again.

Answers:

2 when people started living on earth.
3 stone.
4 caves.
5 Africa.
6 live in so that they wouldn't have to move around.

4 Work in pairs. Ask and answer using expressions from the Functions box

1 First, go over the expressions in the Functions box which can all be used to give dates we are not completely sure about.

2 Now ask students to read the question prompts 1–5 and the example in speech bubbles.

3 Elicit a suitable question and answer for question 2.

4 When students are clear about the task, they can work in pairs to ask and answer the remaining questions. Go round and monitor and check they are using the expressions from the Functions box correctly.

5 Ask a few students to demonstrate their questions and answers to the class.

Example answers:

2 When did people first live? We think that people first lived maybe 250,000 years ago.
3 When did people begin farming? They started farming in around 8,000 BCE.
4 When was the Stone Age? It was approximately 8,000 years ago.
5 When did dinosaurs die out? We think that they died out maybe 65 million years ago.

Internet search

1 Read out the instruction and ask the students what they already know about dinosaurs.

2 Now tell the students that they are going to do an internet search to find out more. They can scan the QR code with their phones to access the link within the Egyptian Knowledge Bank (or type in the address if they are unable to scan the code).

3 The research can be done in class, or as homework.

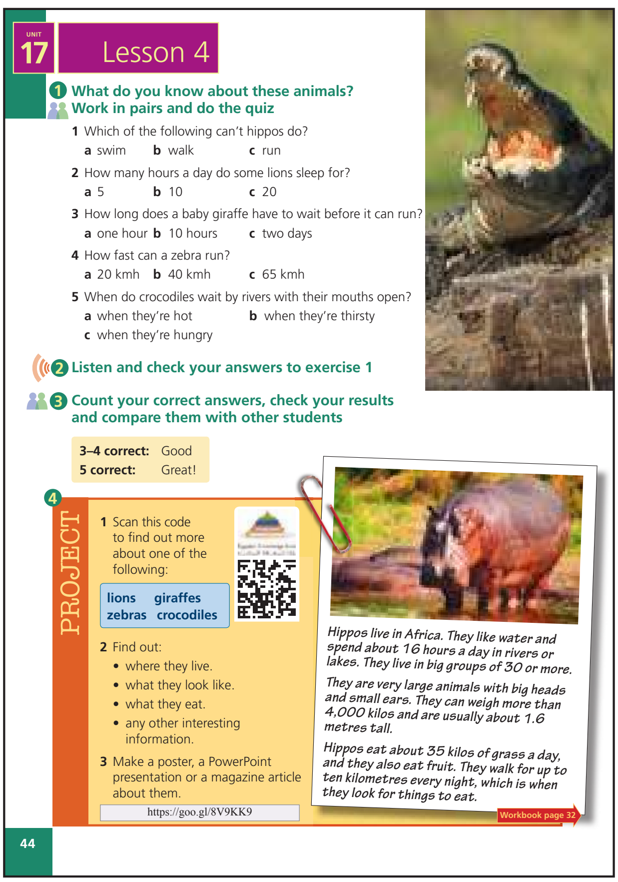
4 When they have carried out their research, ask the students to report their findings to the rest of the class.

LESSON 4 SB page 44 WB page 32

Outcomes

- To talk about animals that used to live in Egypt
- To find out and write about an animal

SB Page 44


UNIT 17 Lesson 4

1 What do you know about these animals? Work in pairs and do the quiz

1 Which of the following can't hippos do?
a swim b walk c run

2 How many hours a day do some lions sleep for?
a 5 b 10 c 20

3 How long does a baby giraffe have to wait before it can run?
a one hour b 10 hours c two days

4 How fast can a zebra run?
a 20 kmh b 40 kmh c 65 kmh

5 When do crocodiles wait by rivers with their mouths open?
a when they're hot b when they're thirsty
c when they're hungry

2 Listen and check your answers to exercise 1

3 Count your correct answers, check your results and compare them with other students

3–4 correct: Good
5 correct: Great!

4 PROJECT

1 Scan this code to find out more about one of the following:
lions giraffes zebras crocodiles

2 Find out:
- where they live.
- what they look like.
- what they eat.
- any other interesting information.

3 Make a poster, a PowerPoint presentation or a magazine article about them.

https://goo.gl/8V9KK9

Hippos live in Africa. They like water and spend about 16 hours a day in rivers or lakes. They live in big groups of 30 or more.

They are very large animals with big heads and small ears. They can weigh more than 4,000 kilos and are usually about 1.6 metres tall.

Hippos eat about 35 kilos of grass a day, and they also eat fruit. They walk for up to ten kilometres every night, which is when they look for things to eat.

Workbook page 32

44

1 What do you know about these animals? Work in pairs and do the quiz

1 Read out the first question and invite students to answer.

2 Students then work in pairs to complete the rest of the quiz. Go round and monitor.

3 Invite different students to report back to the class. Do not confirm their answers at this point but tell them they are going to find out in the next exercise.

2 Listen and check your answers to exercise 1

1 Tell the students they are going to hear someone talking about the animals in exercise 1 and that they should listen and check their answers.

2 Play the recording and then check answers with the whole class.

Tapescript

Narrator 1: *One*
Narrator 2: *Hippos can walk and run very fast, but they can't swim. When they move quickly through water, they are walking or pushing themselves off other objects. So the answer is a.*

Narrator 1: *Two*
Narrator 2: *Boy lions sleep for longer than girl lions. The girls have to catch the animals to eat, but many boy lions sleep for twenty hours a day. So the answer is c.*

Narrator 1: *Three*
Narrator 2: *After it is born, a baby giraffe can stand up after about 30 minutes and can usually run after ten hours. So the answer is b.*

Narrator 1: *Four*
Narrator 2: *Zebras can run up to 65 kilometres an hour, so it is very difficult for other animals to catch them. So the answer is c.*

Narrator 1: *Five*
Narrator 2: *Crocodiles often wait by rivers with their mouths open when they are hot. It helps them to be cooler. So the answer is a.*

Answers:

1 a 2 c 3 b 4 c 5 a

3 Count your correct answers, check your results and compare them with other students

1 Ask the students to count up how many correct answers they got. Then they read the results and compare with their partner.

2 Find out whether any students got all the answers correct. Then ask the class whether there were any facts that surprised them.

Answers:
Students' own answers

4 Project

1 Ask students what they already know about the animals in the box. Then ask them to choose one to find out more about. They can scan the QR code with their phones to access the link within the Egyptian Knowledge Bank (or type in the address if they are unable to scan the code).

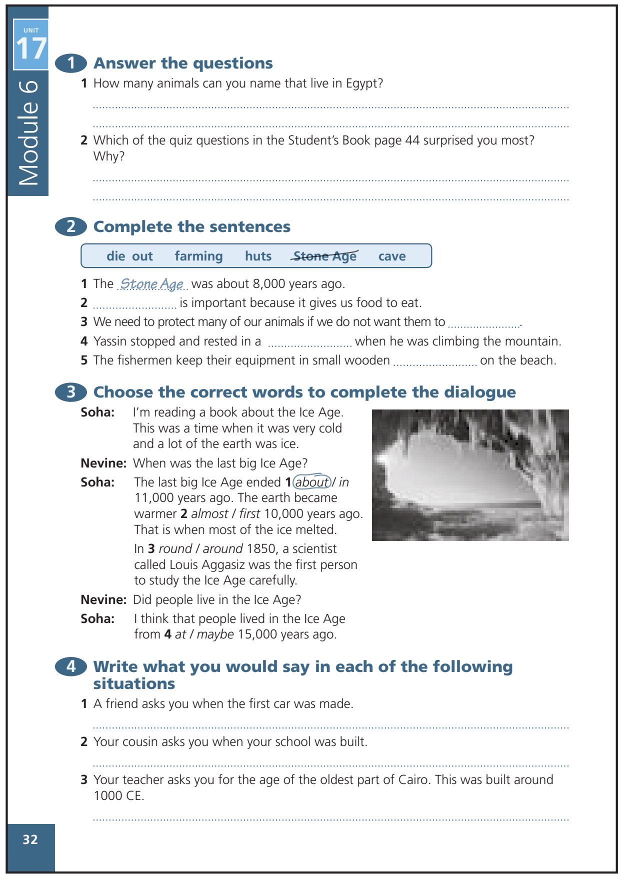
2 Ask the students to read the text about hippos which they can use as a model, and then draw their attention to the points in number 2.

3 If time and resources allow, students could carry out their research in class. Alternatively, this could be done as homework.

4 Allow time for the students to make a poster, a presentation or write a magazine article. If the work is being completed in class, go round and monitor, offering help if required.

5 Encourage students to check their own or each other's work. Then invite different students to read out their work. Ask the rest of the class what they found interesting.

WB Page 32


UNIT 17
Module 6

1 Answer the questions

1 How many animals can you name that live in Egypt?

....

2 Which of the quiz questions in the Student's Book page 44 surprised you most? Why?

....

2 Complete the sentences

die out | farming | huts | ~~Stone Age~~ | cave

1 The *Stone Age* was about 8,000 years ago.
2 .... is important because it gives us food to eat.
3 We need to protect many of our animals if we do not want them to ....
4 Yassin stopped and rested in a .... when he was climbing the mountain.
5 The fishermen keep their equipment in small wooden .... on the beach.

3 Choose the correct words to complete the dialogue

Soha: I'm reading a book about the Ice Age. This was a time when it was very cold and a lot of the earth was ice.
Nevine: When was the last big Ice Age?
Soha: The last big Ice Age ended **1** *about* / *in* 11,000 years ago. The earth became warmer **2** *almost* / *first* 10,000 years ago. That is when most of the ice melted.
In **3** *round* / *around* 1850, a scientist called Louis Aggasiz was the first person to study the Ice Age carefully.
Nevine: Did people live in the Ice Age?
Soha: I think that people lived in the Ice Age from **4** *at* / *maybe* 15,000 years ago.

4 Write what you would say in each of the following situations

1 A friend asks you when the first car was made.

....

2 Your cousin asks you when your school was built.

....

3 Your teacher asks you for the age of the oldest part of Cairo. This was built around 1000 CE.

....

32

1 Answer the questions

1 Students discuss the questions in pairs and write their answers.

2 Check their answers as a class.

Answers:
Students' own answers

2 Complete the sentences

1 Ask the students what they remember about Stone Age people. They then read the example sentence and say whether they agree that *Stone Age* is the correct answer.

2 Students complete the task in pairs. Then check the answers with the whole class.

Answers:			
2 Farming	3 die out	4 cave	5 huts

3 Choose the correct words to complete the dialogue

1 Ask a student to read out the first sentences in the dialogue, completed as the example.

2 Allow time for the students to complete the task and then compare answers in pairs.

3 Check the answers by asking two students to read out the completed dialogue.

Answers:

2 almost 3 around 4 maybe

4 Write what you would say in each of the following situations

1 Read the first situation and elicit a suitable response.

2 Allow time for the students to complete the task individually and then compare answers with their partners.

3 Check the answers by inviting different students to read out the completed sentences.

Example answers:

1 I think it was maybe 150 years ago.
2 It was built about 20 years ago.
3 It was built in around 1000 CE.

REVIEW **SB page 45** **WB page 33**

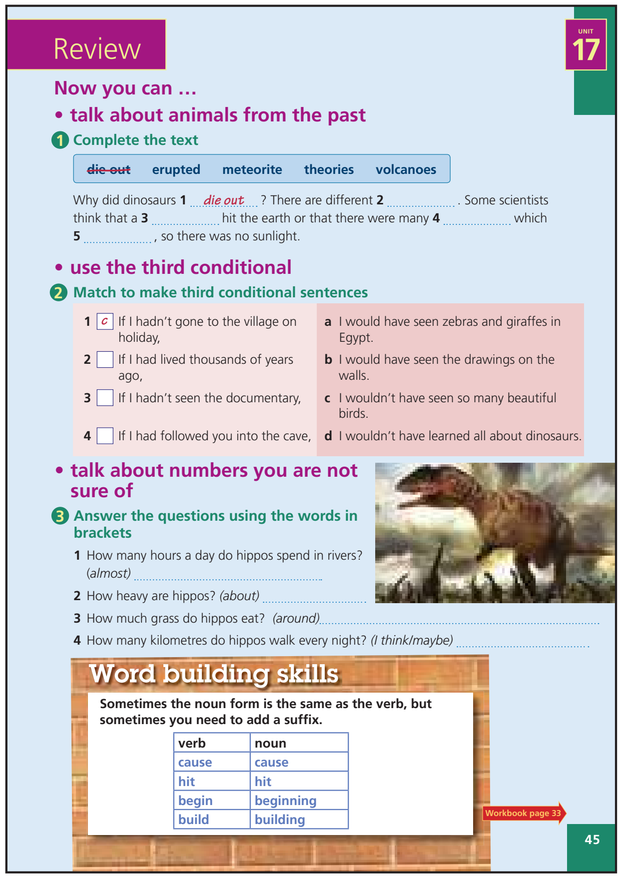
Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise word building skills

Before using the book:

- Write *Animal life in the past* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

SB Page 45



Review

UNIT 17

Now you can …

• talk about animals from the past

1 Complete the text

~~die out~~ erupted meteorite theories volcanoes

Why did dinosaurs 1 *die out* ? There are different 2 ………… . Some scientists think that a 3 ………… hit the earth or that there were many 4 ………… which 5 …………, so there was no sunlight.

• use the third conditional

2 Match to make third conditional sentences

1 [c] If I hadn't gone to the village on holiday,
2 [ ] If I had lived thousands of years ago,
3 [ ] If I hadn't seen the documentary,
4 [ ] If I had followed you into the cave,

a I would have seen zebras and giraffes in Egypt.
b I would have seen the drawings on the walls.
c I wouldn't have seen so many beautiful birds.
d I wouldn't have learned all about dinosaurs.

• talk about numbers you are not sure of

3 Answer the questions using the words in brackets

1 How many hours a day do hippos spend in rivers? *(almost)* …………
2 How heavy are hippos? *(about)* …………
3 How much grass do hippos eat? *(around)* …………
4 How many kilometres do hippos walk every night? *(I think/maybe)* …………

Word building skills

Sometimes the noun form is the same as the verb, but sometimes you need to add a suffix.

verb	noun
cause	cause
hit	hit
begin	beginning
build	building

Workbook page 33

45

1 Complete the text

1 Read out the example sentence and check that the students agree that *die out* is the correct answer.

2 Students complete the task in pairs.

3 Check the answers as a class.

Answers:

2 theories 3 meteorite
4 volcanoes 5 erupted

2 Match to make third conditional sentences

1 Allow time for the students to study the example.

2 Students complete the task in pairs. Go round and monitor.

3 Check the answers by asking different students to read out the sentences.

Answers:

2 a 3 d 4 b

3 Answer the questions using the words in brackets

1 Read out the first sentence. Explain that students can answer using the text on Student's Book page 44 and the words in brackets.

2 Put the students in pairs to complete the task. Go round and monitor.

3 Check answers by asking different students to read their sentences.

Answers:

1 They spend almost 16 hours a day in rivers.
2 Hippos weight about 4,000 kilos.
3 They eat around 35 kilos of grass a day.
4 I think they walk maybe 10 kilometres a night.

Word building skills

1 Allow time for the students to read the Word building skills box.

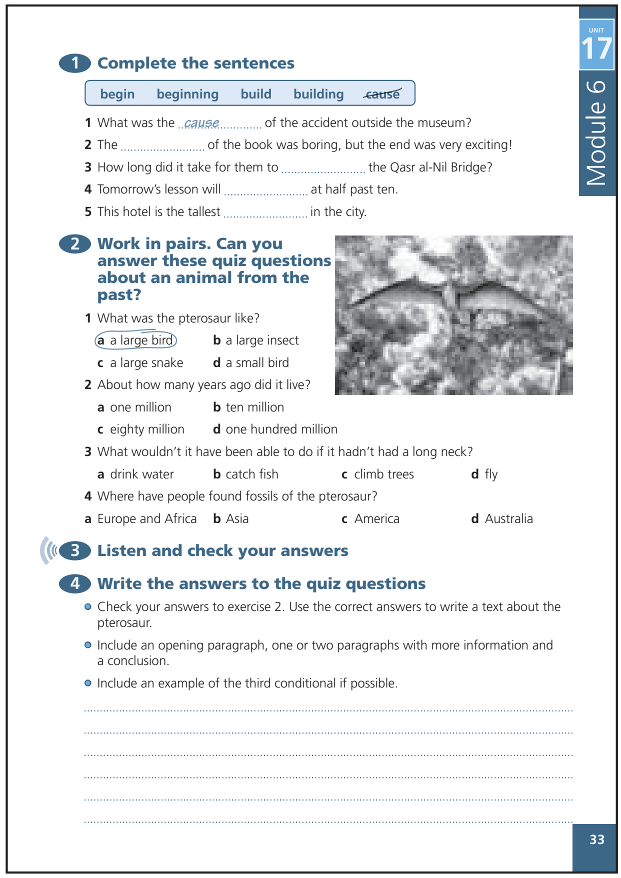
2 Divide the class into pairs and give each pair two different words, for example *cause* and *hit*. They should then try to write one sentence using both words (weaker students could write one sentence per word). Go round and monitor while they are working, helping if necessary.

3 Invite different students to read out their sentences.

Answers:

Students' own answers

WB Page 33


UNIT 17 Module 6

1 Complete the sentences

begin beginning build building ~~cause~~

1 What was the *cause* of the accident outside the museum?
2 The .... of the book was boring, but the end was very exciting!
3 How long did it take for them to .... the Qasr al-Nil Bridge?
4 Tomorrow's lesson will .... at half past ten.
5 This hotel is the tallest .... in the city.

2 Work in pairs. Can you answer these quiz questions about an animal from the past?

1 What was the pterosaur like?
a a large bird b a large insect
c a large snake d a small bird
2 About how many years ago did it live?
a one million b ten million
c eighty million d one hundred million
3 What wouldn't it have been able to do if it hadn't had a long neck?
a drink water b catch fish c climb trees d fly
4 Where have people found fossils of the pterosaur?
a Europe and Africa b Asia c America d Australia

3 Listen and check your answers

4 Write the answers to the quiz questions

- Check your answers to exercise 2. Use the correct answers to write a text about the pterosaur.
- Include an opening paragraph, one or two paragraphs with more information and a conclusion.
- Include an example of the third conditional if possible.

33

1 Complete the sentences

1 Elicit the words repeated from the Word building skills box.

2 Read out the example and check that the students agree that *cause* is the correct answer

3 Allow time for the students to complete the task, and then check the answers as a whole class.

Answers:

2 beginning	3 build
4 begin	5 building

2 Work in pairs. Can you answer these quiz questions about an animal from the past?

1 Ask the students to read the sentences and options carefully.

2 They then work in pairs to guess the correct answers. Go round and monitor. They can check their answers in the next exercise.

3 Listen and check your answers.

1 Play the recording. Students listen and check their answers.

2 Check their answers as a class.

Tapescript

Voice: *Pterosaurs looked like large birds. They lived approximately one hundred million years ago. They had big wings and a long neck. If they hadn't had a long neck, they wouldn't have been able to catch fish. People have found fossils of pterosaurs in many places, including Europe and Africa.*

Answers:

2 d   3 b   4 a

4 Write the answers to the quiz questions

1 Ask the students to read the instructions carefully.

2 Ask them to look again at the answers to the quiz in exercise 2.

3 Allow time for the students to write their texts. They should start their answer in the Workbook and continue in their notebooks if they need more space. Go round and monitor while they are working, making suggestions where necessary.

4 Ask the students to exchange their work with a partner and check grammar and spelling.

5 Invite different students to read out their work.

Answers:

Students' own answers

Assessment

Speaking task

Outcome: to practise giving dates you are not sure of

Use SB p43, Functions box

1 Ask the students to reread the Functions box and then close their books. Write the following questions on the board (the correct answers are given in brackets below):
1 About when was the Great Pyramid built?
a 2000 BCE b 2500 BCE c 2000 years ago (b)
2 About how old are the world's oldest fossils of animals?
a 600 million years b 200 million years
c one million years (a)
3 About when was the lighthouse of Alexandria built? (a)
a 290 BCE b 400 BCE c 600 BCE
4 About when was the first train made?
a 17th century b 18th century c 19th century (c)

2 Students then guess the answers, using the prompts and the correct expressions giving dates you are not sure of.

3 Assess students on correct usage of the phrases in the Functions box.

Reading task

Outcome: to read a website about dinosaurs

Use SB p41, exercise 2 text

1 On the board, write these sentences:
1 Dinosaurs lived on earth 65 million years ago.
2 Lizard and birds are similar to some dinosaurs.
3 Scientists know why the dinosaurs died out.
4 Volcanoes and meteorites probably killed the dinosaurs. 5 There is one reason why the dinosaurs died.

2 Ask the students to read the text again and write down True (T) or False (F) for each sentence.

3 Check answers as a class. Then ask students to correct the false sentences.

Writing task

Outcome: to practise using the third conditional

1 On the board, write the following: *1 I got up late. I missed the bus. 2 I studied hard. I passed the exam. 3 I got home late. I didn't see my favourite TV programme.*

2 Students use the prompts to write sentences in the third conditional.

3 Go round while they are working and offer suggestions where needed.

4 Invite different students to read out the sentences to the class.

Listening task

Outcome: to understand a conversation about the Stone Age

Use the recording for SB p43, exercises 2 and 3

1 On the board, write the following gapped extracts from the recording:

Dinosaurs lived 1 ____________ 65 million years ago. Scientists are not sure exactly when people started living on earth. We think that people first lived 2 ____________ 250,000 years ago.

They learnt to make fire. Then, 3____________8,000 BCE, people began farming in North Africa.

We know that people used animal skins to make their clothes. These kept them warm. It was 4____________ 4,000 BCE when people started making pots and pans out of clay.

2 Ask the students to complete the text with the missing words as they listen to the recording.

UNIT

18 Sea life

SB pages 46–50 WB pages 34–36

Objectives

Grammar
First, second and third conditionals

Reading
Reading a blog about diving

Listening
Listening to a talk by a diving instructor

Speaking
Showing relief and excitement

Writing
Expanding notes into full sentences

LESSON 1 SB page 46

Outcome

• To read a blog about sea life and answer questions

Before using the book:

- Write the title of the unit, *Sea life*, on the board and ask the students to tell you what they think they will study in the unit.

SB Page 46



UNIT 18 Sea life

Lesson 1

OBJECTIVES
- **Grammar:** First, second and third conditionals
- **Reading:** Reading a blog about diving
- **Listening:** Listening to a talk by a diving instructor
- **Speaking:** Showing relief and excitement
- **Writing:** Expanding notes into full sentences

1 Ask and answer

Where is Ras Mohammed and why do people go there?

2 Read this blog and check your answers to exercise 1

Khaled's blog

I live near Ras Mohammed, which is a famous national park in Egypt. I go diving there two or three times a week. If I had more free time, I could go diving every day! The Red Sea near here is fantastic. If you dive in some parts of the world, the sea will be **rough** and cold. Here the water is very calm and warm. If you didn't want to go diving, you could go snorkelling and you could still see a lot of sea life.

The **coral** here is wonderful. The colours are beautiful and the coral is of different sizes. Did you know that coral looks like plants, but it is very small animals that live together in large groups? The coral is protected, and the sea life is fantastic.

There are fish here that you can't see **anywhere** else in the world. If you dive to the bottom, you will probably see a **stingray**. However, if you went to Shark Reef, you might not see a **shark**. You have to go at the right time of year. You can often see **dolphins** and they are fun to swim with. Birds also love Ras Mohammed because there are so many fish for them to eat. In autumn, thousands of birds stop here on their way to Africa.

Have a look at my photos. There are hundreds of them on my website. Of course, if I hadn't taken my special camera, I wouldn't have taken any photos under the water.

3 Answer the questions

1 What would Khaled like to do every day?
2 Why is the Red Sea good for diving?
3 Why is the sea life so good around the coral?
4 What will you probably see at the bottom of the sea?
5 What can you see on his website?
6 What is special about Khaled's camera?

shark

stingray

46

1 Ask and answer

1 Ask if anybody has ever been to Ras Mohammed. Ask those who say yes for some details and encourage some questions from the class.

2 Read this blog and check your answers to exercise 1

1 Allow time for the students to read the text quickly – tell them not to worry about understanding every word.

2 Read out the question in exercise 1 again and elicit answers from the class.

Answers:

Ras Mohammed is a national park near the Red Sea. People go diving and snorkelling there.

3 Answer the questions

1 Ask the students to read the questions and try to complete the task without referring back to the text. Invite them to share their ideas.

2 Present the new words in red and check they understand the sea life shown in the photos.

Then ask the class to read the text again more carefully and to check their answers.

3 Invite different students to give their answers, and to point to the part of the text where they found the information.

4 Ask the students to read the text again and identify any words they don't know. Tell them to try to guess their meaning, using the context to help them. Then check the meanings of the words as a whole class.

Answers:

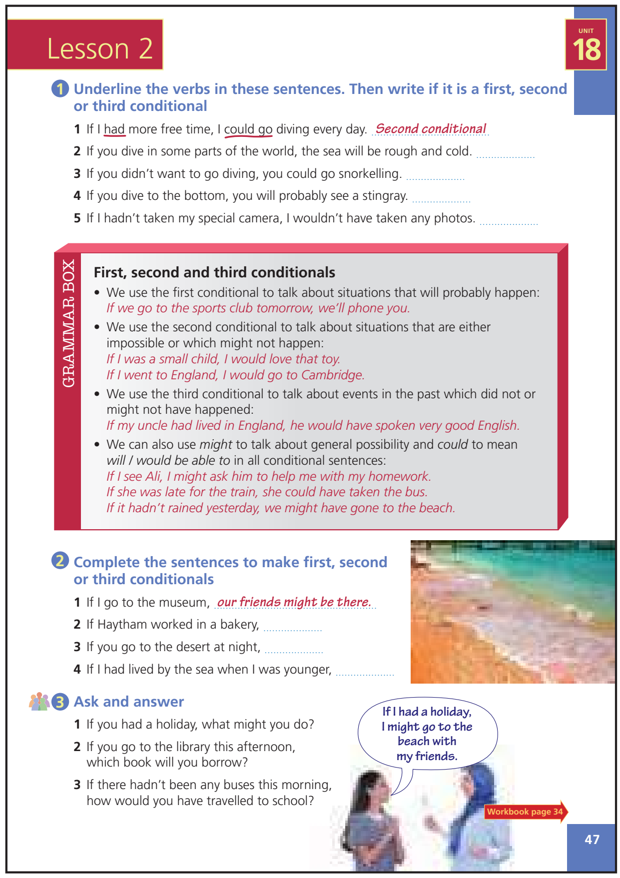
1 He would like to go diving.
2 The water is very calm and warm.
3 The coral is protected.
4 You will probably see a stingray.
5 You can see photos.
6 It can take photos under water.

LESSON 2 SB page 47 WB page 34

Outcome

• To use first, second and third conditionals correctly

SB Page 47



Lesson 2

UNIT 18

1 Underline the verbs in these sentences. Then write if it is a first, second or third conditional

1 If I had more free time, I could go diving every day. *Second conditional*
2 If you dive in some parts of the world, the sea will be rough and cold. ....
3 If you didn't want to go diving, you could go snorkelling. ....
4 If you dive to the bottom, you will probably see a stingray. ....
5 If I hadn't taken my special camera, I wouldn't have taken any photos. ....

GRAMMAR BOX

First, second and third conditionals

- We use the first conditional to talk about situations that will probably happen:
  If we go to the sports club tomorrow, we'll phone you.
- We use the second conditional to talk about situations that are either impossible or which might not happen:
  If I was a small child, I would love that toy.
  If I went to England, I would go to Cambridge.
- We use the third conditional to talk about events in the past which did not or might not have happened:
  If my uncle had lived in England, he would have spoken very good English.
- We can also use *might* to talk about general possibility and *could* to mean *will / would be able to* in all conditional sentences:
  If I see Ali, I might ask him to help me with my homework.
  If she was late for the train, she could have taken the bus.
  If it hadn't rained yesterday, we might have gone to the beach.

2 Complete the sentences to make first, second or third conditionals

1 If I go to the museum, *our friends might be there.*
2 If Haytham worked in a bakery, ...
3 If you go to the desert at night, ...
4 If I had lived by the sea when I was younger, ...

3 Ask and answer

1 If you had a holiday, what might you do?
2 If you go to the library this afternoon, which book will you borrow?
3 If there hadn't been any buses this morning, how would you have travelled to school?

Workbook page 34

47

1 Underline the verbs in these sentences. Then write if it is a first, second or third conditional

1 Allow time for the students to read the Grammar box. Go round and answer any queries.

2 Read out the first sentence, completed as the example.

3 Allow time for the students to complete the task in pairs. Then check answers by writing the sentences on the board and inviting different students to underline the verbs. Ask the rest of the class to say which conditional it is in each case.

Answers:

2 If you dive in some parts of the world, the sea will be rough and cold. First conditional
3 If you didn't want to go diving, you could go snorkelling. Second conditional
4 If you dive to the bottom, you will probably see a stingray. First conditional
5 If I hadn't taken my special camera, I wouldn't have taken any photos. Third conditional

2 Complete the sentences to make first, second or third conditionals

1 Ask the students to read the example and then complete the task with a partner, referring back to the Grammar box if necessary.

2 Invite different students to read out their completed sentences.

> ***Example answers:***
>
> 2 (second conditional) he would have fresh bread every day.
> 3 (first conditional) it will be very quiet.
> 4 (third conditional) I would have learned to sail.

3 Ask and answer

1 First, ask a student to read the speech bubble.

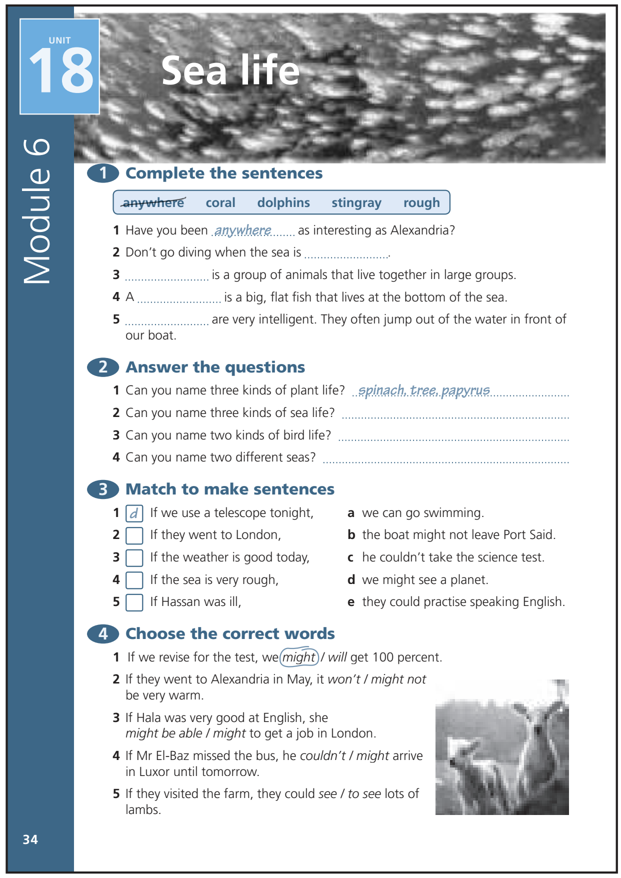
2 Ask students to read the questions and elicit initial responses from the class.

3 In pairs, students ask and answer the three questions, using their own ideas; go round and listen, offering prompts where necessary.

4 Finally, invite different students to tell the class about their partner.

> ***Answers:***
>
> Students' own answers

WB Page 34



Module 6

UNIT 18 Sea life

1 Complete the sentences

~~anywhere~~ coral dolphins stingray rough

1 Have you been *anywhere* as interesting as Alexandria?
2 Don't go diving when the sea is ....
3 .... is a group of animals that live together in large groups.
4 A .... is a big, flat fish that lives at the bottom of the sea.
5 .... are very intelligent. They often jump out of the water in front of our boat.

2 Answer the questions

1 Can you name three kinds of plant life? *spinach, tree, papyrus*
2 Can you name three kinds of sea life? ....
3 Can you name two kinds of bird life? ....
4 Can you name two different seas? ....

3 Match to make sentences

1 [d] If we use a telescope tonight,
2 [ ] If they went to London,
3 [ ] If the weather is good today,
4 [ ] If the sea is very rough,
5 [ ] If Hassan was ill,

a we can go swimming.
b the boat might not leave Port Said.
c he couldn't take the science test.
d we might see a planet.
e they could practise speaking English.

4 Choose the correct words

1 If we revise for the test, we (might) / will get 100 percent.
2 If they went to Alexandria in May, it *won't / might not* be very warm.
3 If Hala was very good at English, she *might be able / might* to get a job in London.
4 If Mr El-Baz missed the bus, he *couldn't / might* arrive in Luxor until tomorrow.
5 If they visited the farm, they could *see / to see* lots of lambs.

34

1 Complete the sentences

1 Read out the example sentence and check that the students agree with the answer.

2 Put the students in pairs to complete the task.

3 Check the answers as a class.

> ***Answers:***
>
> 2 rough 3 Coral
> 4 stingray 5 Dolphins

2 Answer the questions

1 Ask the students to read the example. Ask whether they can add any more kinds of plant life.

2 Allow time for the students to complete the task. They could use a dictionary if necessary. Then check the answers as a whole class.

> ***Example answers:***
>
> 2 shark, whale, stingray
> 3 parrot, penguin
> 4 Mediterranean, Red Sea

3 Match to make sentences

1 Read out the first sentence, completed as the example, and check that students agree that *d* is the correct answer.

2 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the full sentences.

Answers:

2 e   3 a   4 b   5 c

4 Choose the correct words

1 Read out the first sentence, completed as the example, and check that students agree that *might* is the correct answer.

2 Students complete the task in pairs. Check answers as a class.

Answers:

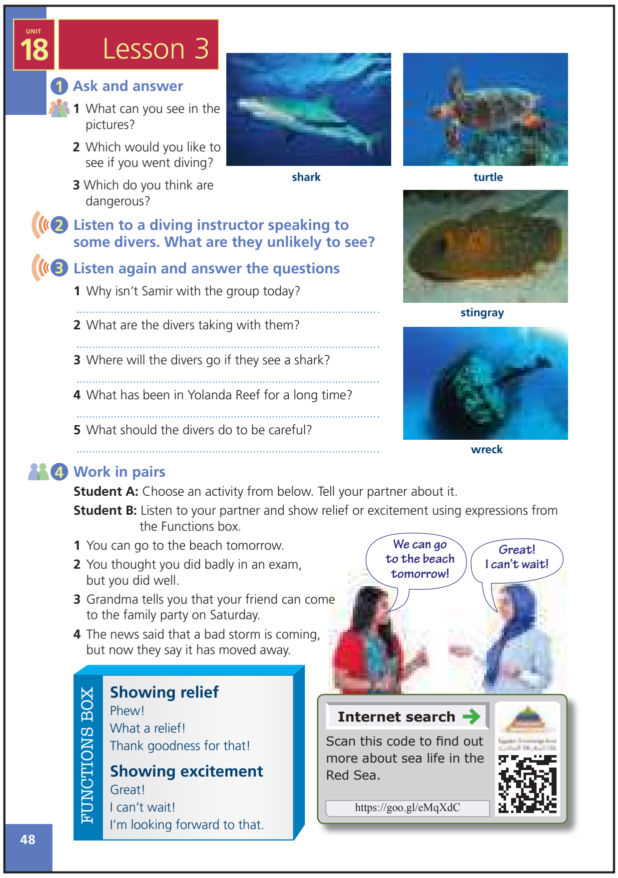
2 might not   3 might be able
4 couldn't   5 see

LESSON 3 SB page 48

Outcomes

- To talk about sea life
- To listen to a diving instructor speaking to some divers
- To practise showing relief and excitement
- To carry out an internet search about the Red Sea

SB Page 48



UNIT 18 Lesson 3

1 Ask and answer
1 What can you see in the pictures?
2 Which would you like to see if you went diving?
3 Which do you think are dangerous?

shark turtle stingray wreck

2 Listen to a diving instructor speaking to some divers. What are they unlikely to see?

3 Listen again and answer the questions
1 Why isn't Samir with the group today?
2 What are the divers taking with them?
3 Where will the divers go if they see a shark?
4 What has been in Yolanda Reef for a long time?
5 What should the divers do to be careful?

4 Work in pairs
Student A: Choose an activity from below. Tell your partner about it.
Student B: Listen to your partner and show relief or excitement using expressions from the Functions box.
1 You can go to the beach tomorrow.
2 You thought you did badly in an exam, but you did well.
3 Grandma tells you that your friend can come to the family party on Saturday.
4 The news said that a bad storm is coming, but now they say it has moved away.

FUNCTIONS BOX
Showing relief
Phew!
What a relief!
Thank goodness for that!
Showing excitement
Great!
I can't wait!
I'm looking forward to that.

Internet search
Scan this code to find out more about sea life in the Red Sea.
https://goo.gl/eMqXdC

48

1 Ask and answer

1 Ask the students to look at the pictures and say what they can see.

2 Students work in pairs to discuss questions 2 and 3.

3 Invite students to share their ideas with the class.

Answers:

1 a shark, a turtle, a stingray and a wreck
2 Students' own answers
3 Suggested: The shark and the stingray are dangerous.

2 Listen to a diving instructor speaking to some divers. What are they unlikely to see?

1 Read out the question. Remind the students to listen only for general meaning and for the answer to the question, and then play the recording.

2 Elicit the answer from the class.

Tapescript

Tamer:	*Good morning, ladies and gentlemen.*
Tourists:	*Good morning.*
Tamer:	*My name is Tamer and I'm your diving instructor for today. Unfortunately Samir, the instructor you had with you yesterday, isn't well so he can't come today. I just want to talk to you for a few minutes before we go on our dive today. So, have you got all your diving equipment with you?*
Tourists	*Yes, thanks.*
Tamer:	*Good. Let me tell you where we are going today. First we're going to Shark Reef. This is where you could see some grey sharks. Have any of you swum near sharks before?*
Tourist 1	*No, never.*
Tamer:	*OK, well, if a shark is eating food or it feels frightened, it might not be happy to see you. However, we do not look like a shark's food, so they won't try to eat us! If we see a shark, we will get behind a coral wall and hide. The shark will relax and quickly go away. However, I'm sure we won't see a shark today. It is the wrong time of year.*
Tourist 2:	*Phew! What a relief!*
Tourist 3	*Thank goodness for that!*
Tamer:	*You will, of course, see a lot of wonderful fish. After Shark Reef, we will move to Yolanda Reef where there is a wreck. It's a very old boat and it has been there a long time. There are thousands of fish to see here and also turtles. Some of the sea life is almost impossible to see because they hide in the coral. Swim near me so that I can show you what to see. Diving isn't dangerous, but you must be careful so remember to watch what I am doing. Near Yolanda Reef there is a fantastic coral garden full of beautifully coloured coral. You will be amazed.*
Tourist 1:	*Great!*
Tourist 2:	*I can't wait!*
Tourist 3:	*I'm really looking forward to this dive.*
Tamer:	*Now any questions? OK, let's go!*

Answers:

They are unlikely to see a shark.

3 Listen again and answer the questions

1. Ask the students what they remember from the recording they have just heard.
2. Allow time for them to read the questions. Tell them they are going to hear the recording again.
3. Play the recording for the students to listen and answer the questions.
4. Check answers as a whole class. If necessary, play the recording again.

Answers:

1 He isn't well.
2 They are taking their diving equipment.
3 They will go behind a coral wall.
4 a wreck
5 They should watch what the instructor is doing.

4 Work in pairs

1. Ask the students to look at the Functions box and, as a class, practise saying the phrases aloud.
2. Ask the students to read the instructions; then ask two students to read out the speech bubbles.
3. Students work in pairs. Go round and monitor as they are working, helping if necessary.
4. Invite pairs of students to talk about an activity and respond appropriately, using the phrases in the Functions box.

Answers:

Students' own answers

Internet search

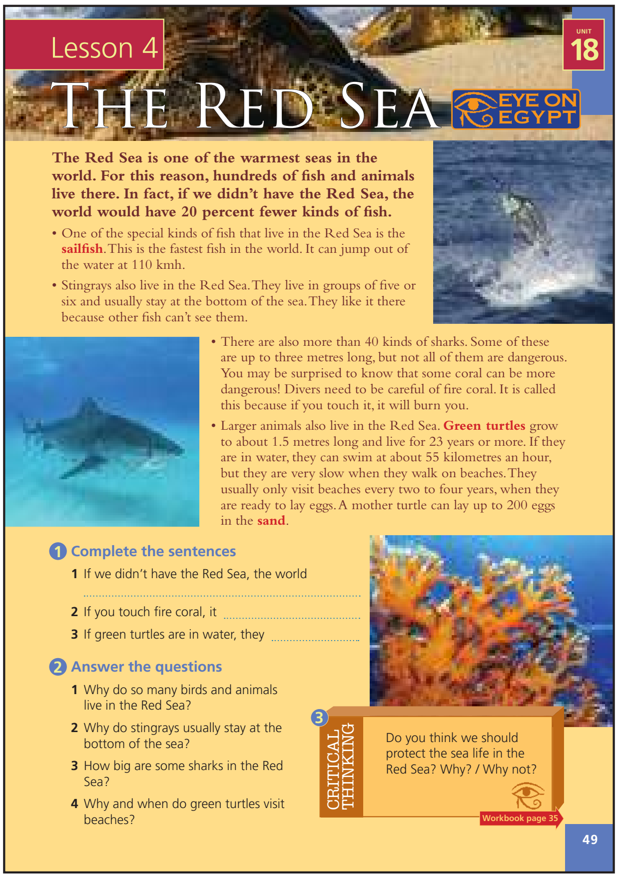
1. Read out the instruction and ask the students to say what they know about sea life in the Red Sea.
2. Now tell the students that they are going to do an internet search to find out more. They can scan the QR code with their phones to access the link within the Egyptian Knowledge Bank (or type in the address if they are unable to scan the code).
3. The research can be done in class, or as homework.
4. When they have carried out their research, ask the students to report their findings to the rest of the class.

LESSON 4 SB page 49 WB page 35

Outcomes

- To read an article about the Red Sea and answer questions
- To talk about the importance of protecting sea life

SB Page 49


Lesson 4

UNIT 18

THE RED SEA

EYE ON EGYPT

The Red Sea is one of the warmest seas in the world. For this reason, hundreds of fish and animals live there. In fact, if we didn't have the Red Sea, the world would have 20 percent fewer kinds of fish.

- One of the special kinds of fish that live in the Red Sea is the **sailfish**. This is the fastest fish in the world. It can jump out of the water at 110 kmh.
- Stingrays also live in the Red Sea. They live in groups of five or six and usually stay at the bottom of the sea. They like it there because other fish can't see them.
- There are also more than 40 kinds of sharks. Some of these are up to three metres long, but not all of them are dangerous. You may be surprised to know that some coral can be more dangerous! Divers need to be careful of fire coral. It is called this because if you touch it, it will burn you.
- Larger animals also live in the Red Sea. **Green turtles** grow to about 1.5 metres long and live for 23 years or more. If they are in water, they can swim at about 55 kilometres an hour, but they are very slow when they walk on beaches. They usually only visit beaches every two to four years, when they are ready to lay eggs. A mother turtle can lay up to 200 eggs in the **sand**.

1 Complete the sentences

1 If we didn't have the Red Sea, the world ....

2 If you touch fire coral, it ....

3 If green turtles are in water, they ....

2 Answer the questions

1 Why do so many birds and animals live in the Red Sea?

2 Why do stingrays usually stay at the bottom of the sea?

3 How big are some sharks in the Red Sea?

4 Why and when do green turtles visit beaches?

3 CRITICAL THINKING

Do you think we should protect the sea life in the Red Sea? Why? / Why not?

Workbook page 35

49

1 Complete the sentences

1 Ask the students to look at the pictures. Ask whether they have been to the Red Sea and what they know about it.

2 Students then read the text. Help them to understand the new words in red, using the photos.

3 Students then complete the sentences, referring back to the text when necessary.

4 Check the answers as a class.

Answers:

1 would have 20 percent fewer kinds of fish.
2 will burn you.
3 can swim at about 55 kilometres an hour.

2 Answer the questions

1 Ask the students to read the questions and try to answer them in pairs without referring back to the text.

2 Students then reread the text and answer the questions.

3 Check the answers as a class. Ask students to identify the part of the text where they found the answers.

Answers:

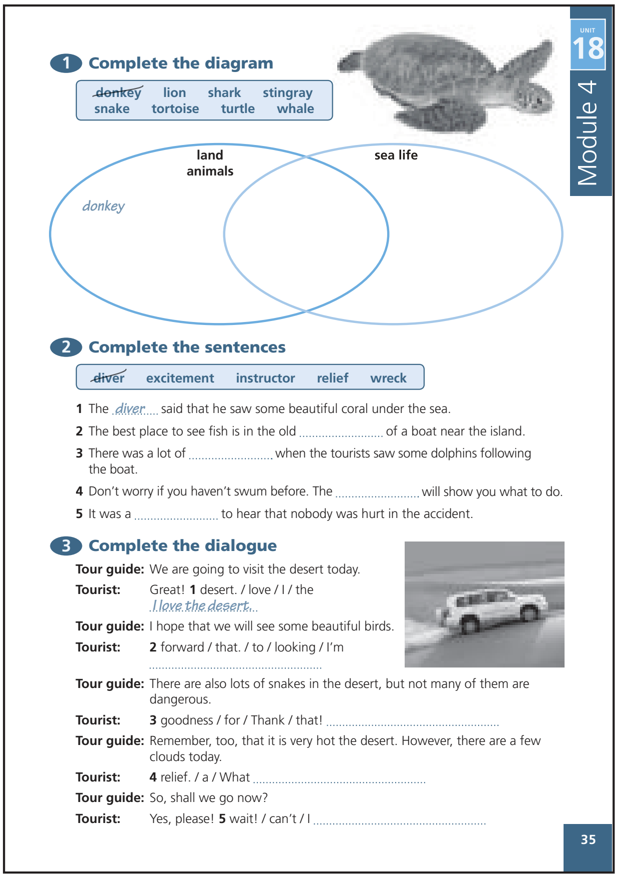
1 Because it is one of the warmest seas in the world.
2 Because other fish can't see them.
3 They are three metres long.
4 They visit beaches every two to four years to lay eggs.

3 Critical thinking

1 Ask the students to read the question and discuss their ideas in pairs.

2 Then hold a class discussion about the importance of protecting sea life, inviting students to share their ideas and give reasons for their answers.

WB Page 35



UNIT 18 Module 4

1 Complete the diagram

~~donkey~~ lion shark stingray snake tortoise turtle whale

land animals — sea life

donkey

2 Complete the sentences

~~diver~~ excitement instructor relief wreck

1 The *diver* said that he saw some beautiful coral under the sea.
2 The best place to see fish is in the old .... of a boat near the island.
3 There was a lot of .... when the tourists saw some dolphins following the boat.
4 Don't worry if you haven't swum before. The .... will show you what to do.
5 It was a .... to hear that nobody was hurt in the accident.

3 Complete the dialogue

Tour guide: We are going to visit the desert today.
Tourist: Great! **1** desert. / love / I / the *I love the desert.*
Tour guide: I hope that we will see some beautiful birds.
Tourist: **2** forward / that. / to / looking / I'm ....
Tour guide: There are also lots of snakes in the desert, but not many of them are dangerous.
Tourist: **3** goodness / for / Thank / that! ....
Tour guide: Remember, too, that it is very hot the desert. However, there are a few clouds today.
Tourist: **4** relief. / a / What ....
Tour guide: So, shall we go now?
Tourist: Yes, please! **5** wait! / can't / I ....

35

1 Complete the diagram

1 Ask the students to read out the words in the box and look at the example. Check that the students understand what they have to do.

2 Students could copy the diagram into their notebooks and add the animals.

3 Check the answers as a whole class. Draw the diagram on the board and ask different students to come to the board and add animals in the correct places.

Answers:

land animals: lion, tortoise
sea life: shark, stingray, whale
both: turtle, snake

2 Complete the sentences

1 Ask the students to look at the example and check that they agree that *diver* is the correct answer.

2 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.

Answers:

2 wreck
3 excitement
4 instructor
5 relief

3 Complete the dialogue

1 Tell the students to read the whole dialogue quickly, without worrying about the correct answers. Ask them what the text is about (the desert).

2 They then work in pairs to write the sentences of the dialogue. Go round and monitor.

3 Finally, invite different students to read out the completed dialogue, sentence by sentence.

Answers:

2 I'm looking forward to that.
3 Thank goodness for that!
4 What a relief!
5 I can't wait!

REVIEW **SB page 50** **WB page 36**

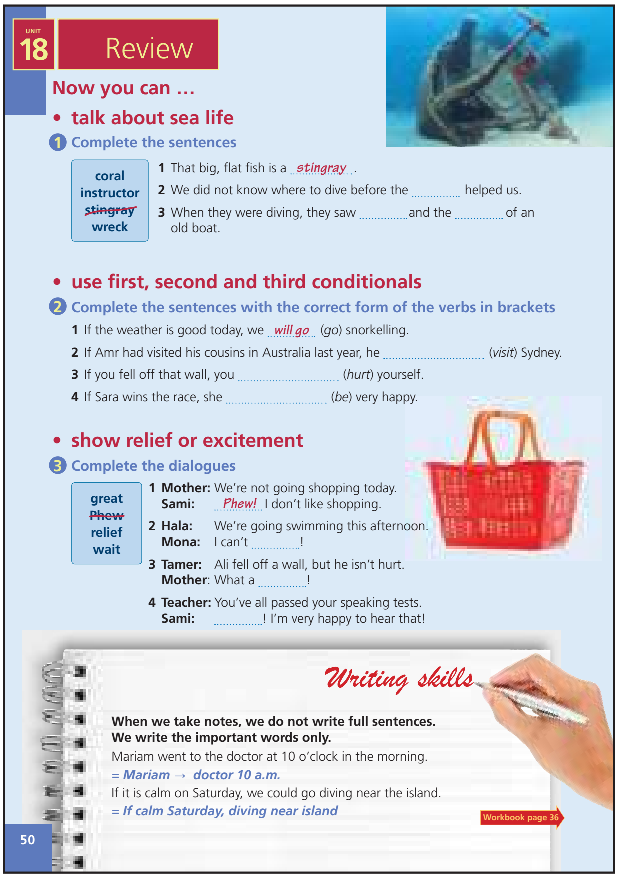
Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise using conditionals
- To practise writing skills

Before using the book:

- Write *Sea life* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

SB Page 50



UNIT 18 Review

Now you can ...

- talk about sea life

1 Complete the sentences

coral
instructor
~~stingray~~
wreck

1 That big, flat fish is a *stingray* .
2 We did not know where to dive before the .... helped us.
3 When they were diving, they saw .... and the .... of an old boat.

- use first, second and third conditionals

2 Complete the sentences with the correct form of the verbs in brackets

1 If the weather is good today, we *will go* (*go*) snorkelling.
2 If Amr had visited his cousins in Australia last year, he .... (*visit*) Sydney.
3 If you fell off that wall, you .... (*hurt*) yourself.
4 If Sara wins the race, she .... (*be*) very happy.

- show relief or excitement

3 Complete the dialogues

great
~~Phew~~
relief
wait

1 **Mother:** We're not going shopping today.
Sami: *Phew!* I don't like shopping.
2 **Hala:** We're going swimming this afternoon.
Mona: I can't ....!
3 **Tamer:** Ali fell off a wall, but he isn't hurt.
Mother: What a ....!
4 **Teacher:** You've all passed your speaking tests.
Sami: ....! I'm very happy to hear that!

Writing skills

When we take notes, we do not write full sentences.
We write the important words only.
Mariam went to the doctor at 10 o'clock in the morning.
= Mariam → doctor 10 a.m.
If it is calm on Saturday, we could go diving near the island.
= If calm Saturday, diving near island

Workbook page 36

50

1 Complete the sentences

1 Read out the first sentence, completed as the example.

2 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the completed sentences.

Answers:

2 instructor
3 coral, wreck

2 Complete the sentences with the correct form of the verbs in brackets

1 Ask the students to study the first sentence, completed as the example.

2 Students complete the exercise individually before checking their answers with a partner.

3 Invite different students to read out their answers.

Answers:

2 would have visited 3 would hurt 4 will be

3 Complete the dialogues

1 Ask two students to read out the first two sentences, completed as the example. Then put the students in pairs to complete the task.

2 Check answers by asking different students to read out the lines of the dialogue.

Answers:

2 wait 3 relief 4 Great

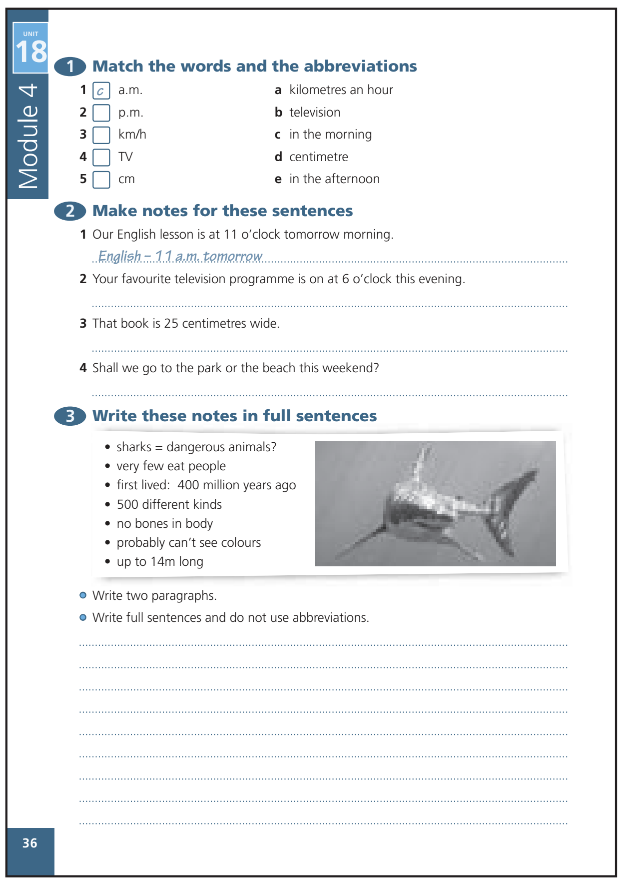
Writing skills

1 Ask the students to read the Writing skills box carefully.

2 Ask pairs of students to write a conditional sentence, as in the second example. They then pass their sentence to another pair, who write notes based on the sentence.

3 Invite different students to read out their complete sentences. Write them on the board one by one and ask another student to come to the board and write notes.

WB Page 36



UNIT 18 Module 4

1 Match the words and the abbreviations

1	*c* a.m.	a	kilometres an hour
2	p.m.	b	television
3	km/h	c	in the morning
4	TV	d	centimetre
5	cm	e	in the afternoon

2 Make notes for these sentences

1 Our English lesson is at 11 o'clock tomorrow morning.
English – 11 a.m. tomorrow
2 Your favourite television programme is on at 6 o'clock this evening.
....
3 That book is 25 centimetres wide.
....
4 Shall we go to the park or the beach this weekend?
....

3 Write these notes in full sentences

- sharks = dangerous animals?
- very few eat people
- first lived: 400 million years ago
- 500 different kinds
- no bones in body
- probably can't see colours
- up to 14m long

- Write two paragraphs.
- Write full sentences and do not use abbreviations.

....

36

1 Match the words and the abbreviations

1 Read out the example and check the students agree that *c* is the correct answer.

2 Students complete the task in pairs. Check answers as a class.

Answers:

2 e 3 a 4 b 5 d

2 Make notes for these sentences

1 Ask the students to look at the example and check that they understand what to do.

2 They then complete the task.

3 Invite different students to write their notes on the board for each sentence.

Example answers:

2 Favourite TV programme – 6 p.m.
3 Book – 25cm wide
4 park or beach this weekend?

3 Write these notes in full sentences

1 Ask the students to look at the notes and read the instructions.

2 Construct the first sentence as a class using the board.

3 Allow time for the students to write their paragraphs. They should start their writing in the Workbook and continue in their notebooks if they need more space. Go round and monitor while they are working, making suggestions where necessary.

4 Ask the students to exchange their work with a partner and check grammar and spelling.

5 Invite different students to read out their work.

Example answers:

Are sharks dangerous animals? The answer is no, because very few sharks eat people. Scientists know that sharks first lived 400 million years ago. Today, there are 500 different kinds of sharks.

Sharks have no bones in their bodies and they probably can't see colours. They can be up to 14 metres long.

Assessment

Speaking task

Outcome: to show relief and excitement

Use SB p48, Functions box

1 Ask students to work in pairs to write three sentences about things that made them feel relieved and three about things that made them feel excited (e.g. *I passed my English exam. I'm going on holiday tomorrow*). Elicit some ideas if necessary.
2 Students then read out their sentences to another pair. The other students respond appropriately, using the phrases in the Functions box. Assess them on their use of the expressions.

Reading task

Outcome: to read a blog about Ras Mohammed

Use SB p46, exercise 2 text

1 On the board, write the following: *1 Khaled goes diving every day. 2 The Red Sea is always cold and rough. 3 Khaled thinks that the coral in the Red Sea looks beautiful. 4 You will usually see sharks at the Shark Reef. 5 Khaled likes taking photos under the water.*
2 Ask the students to read the text again and decide whether the sentences are true or false.
3 Check answers as a class. Ask students to correct the false sentences.

Writing task

Outcome: to practise using conditionals correctly

1 Review the first, second and third conditionals with the class.
2 Then ask them to write three sentences, using each of the conditionals.
3 Invite different students to read out their sentences for the rest of the class to check and comment on.

Listening task

Outcome: to understand a talk by a diving instructor

Use the recording for SB p48, exercises 2 and 3

1 On the board, write the following incomplete sentences:
1 My name is Tamer and I'm your ____________ for today.
2 However, I'm sure we won't see a ____________ today. It is the wrong time of year.
3 Phew! ____________!
4 After Shark Reef, we will move to Yolanda Reef where there is a ____________.
5 Near Yolanda Reef there is a fantastic ____________ garden full of beautifully coloured ____________.
2 Ask the students to read each sentence. Then play the recording and ask the students to complete the missing information.

REVIEW F
SB pages 51–52
WB pages 37–40

LESSON 1 SB page 51

Outcome

• To review and practise the vocabulary and structures of Units 16–18

Before using the book:

- Ask the students what the themes of Module 6 were (*Animal stories*, *Animal life in the past* and *Sea life*). Ask what they enjoyed learning about most and why.
- Elicit the grammar points they have practised (the past perfect; first, second and third conditionals) and any of the rules that they remember.

SB Page 51



Review F

Lesson 1

1 Read the magazine article about animals in danger. What might happen if we don't help these animals?

Animals in danger

Some of the most beautiful animals on our planet are in danger or have died out. Here, we look at three of them.

River dolphin

The river dolphin is from China. This animal was already in danger in 1996: there were not many of them in China's rivers. In 2006, scientists couldn't find any. They might have all died out.

The western black rhino

Rhinos look like some dinosaurs, but the first rhinos lived after the dinosaurs had died out. They are the second largest land animals and many live in Africa. The western black rhinos could run very fast, but many rhinos were killed for sport. If people had not killed them, there would still have been rhinos in Africa. The last western black rhino was seen in 2003.

Coral

Coral is made of very small animals. A lot of our coral is in danger of disappearing. We don't have as much coral as we did in the past and some kinds of stingray and many fish have died out because of this. Coral is in danger because there is more pollution in the sea and the sea water is becoming warmer. If the coral disappears, more sea life might also disappear.

Internet search

Scan this code to find out more about animals in danger.

https://goo.gl/uRkQJw

2 Answer the questions

1 Why do scientists think that the river dolphin might have become extinct?

2 What animals do rhinos look like?

3 What happened in 2003?

4 Why is coral in danger?

5 What will happen if coral disappears?

3 Complete the sentences

cool die out rough

1 If we don't protect pandas, they will ....

2 Take a coat because it will feel .... at night in the desert.

3 I don't like going on boats when the sea is ....

51

1 Read the magazine article about animals in danger. What might happen if we don't help these animals?

1 Tell the students that they are going to review and consolidate what they have learned in Module 6.

2 Ask the students to look at the pictures and say what animals they think these are (a river dolphin, coral).

3 Students then read the article quickly and find the answer to the question.

4 Check the answer as a class.

Answers:
They may die out.

2 Answer the questions

1 Ask the students to read the questions and try to answer them without referring back to the text.

2 They then read the text again and find the answers. Check the answers with the class.

Answers:

1 Scientists couldn't find any in 2006.
2 They belong to the dinosaur family.
3 The last western black rhino was seen.
4 There is more pollution in the sea and the sea water is becoming warmer.
5 More sea life may also disappear.

3 Complete the sentences

1 Read out the words in the box.

2 Allow time for the students to complete the task, and then check the answers as a whole class.

Answers:

1 die out 2 cool 3 rough

Internet search

1 Now tell the students that they are going to do an internet search to find out more about animals in danger. They can scan the QR code with their phones to access the link within the Egyptian Knowledge Bank (or type in the address if they are unable to scan the code).

2 The research can be done in class, or as homework.

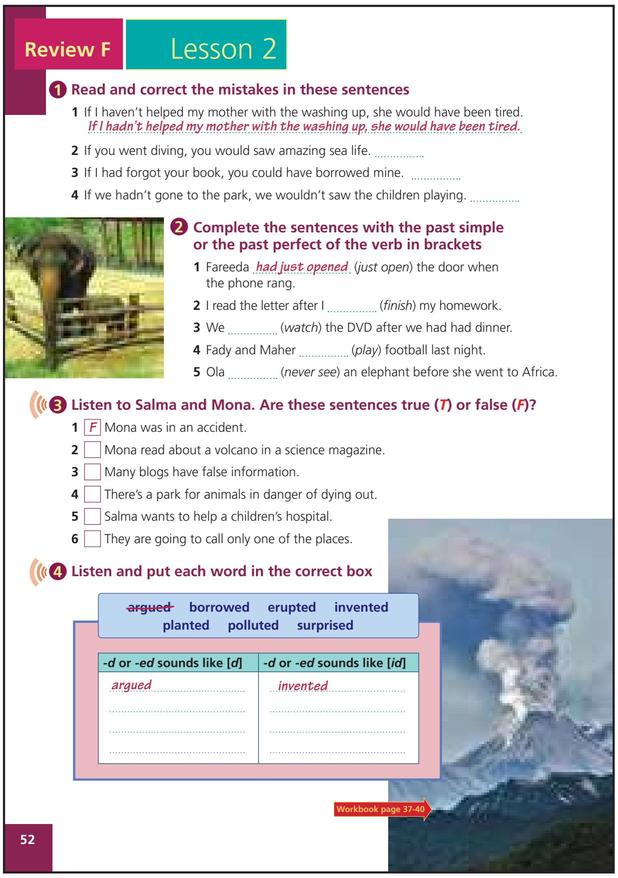
3 When they have carried out their research, ask the students to report their findings to the rest of the class.

LESSON 2 SB page 52

Outcome

• To review and practise the vocabulary and structures of Units 16–18

SB Page 52



Review F Lesson 2

1 Read and correct the mistakes in these sentences

1 If I haven't helped my mother with the washing up, she would have been tired. *If I hadn't helped my mother with the washing up, she would have been tired.*

2 If you went diving, you would saw amazing sea life. ....

3 If I had forgot your book, you could have borrowed mine. ....

4 If we hadn't gone to the park, we wouldn't saw the children playing. ....

2 Complete the sentences with the past simple or the past perfect of the verb in brackets

1 Fareeda *had just opened* (*just open*) the door when the phone rang.

2 I read the letter after I .... (*finish*) my homework.

3 We .... (*watch*) the DVD after we had had dinner.

4 Fady and Maher .... (*play*) football last night.

5 Ola .... (*never see*) an elephant before she went to Africa.

3 Listen to Salma and Mona. Are these sentences true (*T*) or false (*F*)?

1 *F* Mona was in an accident.

2 ☐ Mona read about a volcano in a science magazine.

3 ☐ Many blogs have false information.

4 ☐ There's a park for animals in danger of dying out.

5 ☐ Salma wants to help a children's hospital.

6 ☐ They are going to call only one of the places.

4 Listen and put each word in the correct box

~~argued~~ borrowed erupted invented planted polluted surprised

-*d* or -*ed* sounds like [*d*]	-*d* or -*ed* sounds like [*id*]
argued	*invented*
....	....
....	....
....	....

Workbook page 37-40

52

1 Read and correct the mistakes in these sentences

1 Write the example sentence (with the mistake) on the board and ask the students to correct it.

2 Allow time for the students to complete the task in pairs. Then check answers by asking students to read out the corrected sentences.

Answers:

2 If you went diving, you would **see** amazing sea life.
3 If I had **forgotten** your book, you could have borrowed mine.
4 If we hadn't gone to the park, we wouldn't **have seen** the children playing.

2 Complete the sentences with the past simple or the past perfect of the verb in brackets

1 Ask the students to read the example carefully and explain why the past perfect is used (it describes the action that happened first).

2 Students complete the task in pairs while you go round and monitor.

3 Ask different students to read out each sentence for the class to check their answers.

Answers:

2 had finished	3 watched
4 played	5 had never seen

3 Listen to Salma and Mona. Are these sentences true (*T*) or false (*F*)?

1 Tell the students that they are going to hear a conversation between Salma and Mona. Tell them to cover the sentences while you play the recording for the first time.

2 Ask them to read the sentences and note down any answers they think they already know.

3 Play the recording again while the students write *T* or *F*. Then ask them to compare their answers with a partner.

4 Check the answers as a whole class. Ask them to correct the false sentences.

Tapescript

Mona: *What a relief, Salma! That could have been terrible!*

Salma: *Mona, what are you talking about? Were you in an accident?*

Mona: *No, no, no! I'm reading this article about space. It says that if a meteorite had hit earth a few years ago, we would have all died!*

Salma: *Is this written in a science magazine?*

Mona: *No, it's here on the internet. Look. It also says that if a volcano erupts somewhere in Europe, it will be very dangerous for people here in Egypt.*

Salma: *I don't think that will ever happen.*

Mona: *Oh, and look here. It says that a lot of sea life dies if a ship sinks in the sea.*

Salma: *Let me see that. Why on earth do you read blogs like these? These blogs are often not true. Here, let's go to Science Journal Blog, written by students at the university. In my opinion, it's one of the best.*

Mona: *Phew! I thought that the world was going to end. Why do people write silly things like that?*

Salma: *I don't know!*

Tamer: *Now any questions? OK, let's go!*

Mona: *Wow, look at this park that they talk about in Science Journal! There's a special park for animals in danger of dying out, like tigers and rhinos. If we visit the park, we can also help.*

Salma: *That's nice, but I think we should help this hospital in Cairo which helps children who are ill.*

Mona: *Well, let's call both places and see when we can visit.*

Salma: *Great! See, if I hadn't come to visit you, you'd still be worried about a meteorite hitting earth or a volcano erupting.*

Answers:

2 F (She read about a volcano on the internet.)
3 T
4 T
5 T
6 F (They are going to call both places.)

4 Listen and put each word in the correct box

1 Ask the students to look at the words in the box and elicit their meanings. Ask students how they think the words are pronounced.

2 Play the recording for the students to listen and write their words in the correct column.

3 Check the answers as a class. Then play the recording again, pausing after each word for the students to repeat.

Tapescript

argued	*borrowed*	*erupted*	*Invented*
planted	*polluted*	*surprised*	

Answers:

-d or -ed sounds like [d]: borrowed, surprised
-d or -ed sounds like [id]: erupted, invented, planted, polluted

Practice Test 6a

A Language Functions

1 Finish the following dialogue:

Amal and Lamia are talking about a man's journey along the Nile.

Amal: In the news, it says that a man has walked all the way along the Nile.
Lamia: Yes, I heard about this. It's unusual! **1** Why did he do it ?
Amal: He did it because he wanted to see if it was possible.
Lamia: I heard that at the beginning of the journey, he was very ill, but **2** he got better.
Amal: That's good. **3** Is he going to write about his journey himself ?
Lamia: Yes, he said he would. It will probably be a very interesting journal to read.
Amal: **4** I couldn't agree with you more .

2 Write what you would say in each of the following situations:

1 Your friend asks you when your father was born. You aren't sure, but you give an answer. Maybe in 1977./About 40 years ago.

2 You hear that a tourist was lost in the desert, but that he has just been found.
What a relief! / Phew!

3 You hear that scientists have found a new medicine which will help many people.
How wonderful!

B Reading Comprehension

3 Read the following, then answer the questions:

If you go to some places in Asia, you might see some amazing snakes which can fly! Scientists have asked why they do this. The answer is that it is easier for the snakes to travel this way because they live in an area full of tall trees. If they didn't fly, they would have to go down one tree and then climb up the next one. It is much easier and quicker for them to jump from one tree and fly to the next. The snakes can fly about 24 metres at ten metres a second. How do they do this? Scientists now know that the snakes put their bodies in the shape of an S and move very slowly. If the scientists hadn't used digital cameras to film them *in slow motion*, we might never have known this.

1 What is unusual about some of the snakes in Asia? They can fly.

2 Why don't the snakes climb down one tree and climb up the next?
Because it is quicker for them to fly.

3 Why do you think that the scientists studied the snakes?
Because the snakes are unusual, and because the scientists wanted to find out how they could fly.

4 The expression *in slow motion* means watching something ....

a more slowly than usual (circled) **b** faster than usual
c very carefully **d** in a laboratory

5 What does the underlined word this refer to?

a why snakes fly **b** where snakes live
c what snakes eat **d** how snakes fly (circled)

C The Reader

4 a. Match column A with column B:

A	B
1 The doctors	a had easier work in the end.
2 Skinner	b took Black Beauty to a large field to give him good food.
3 Mr Thoroughgood	c had no problems all his life.
4 Black Beauty	d was also a taxi driver.
	e told Jerry that he should stop driving a taxi.

b. Answer the following questions:

1 Why were holidays not always an easy time for taxi drivers?
Because they had a lot of work taking people from house to house.

2 What happened to Jerry when he had to wait outside the house of a rich man?
He became ill because it was very cold.

3 Why did Polly write to Mrs Fowler? *Jerry could not drive taxis any more, so Polly wanted to find work for him.*

4 Why do you think that Skinner told the girl not to worry after she said that Black Beauty looked too weak to carry their bags?
I think Skinner told the girl not to worry because he didn't want to lose money. He had to work for seven days a week to get enough money, even when his horses were weak or ill.

5 Why do you think that Black Beauty was sold at the part of the market where the horses were old or ill-looking?
Because Black Beauty had been ill and now he looked old.

D Usage and Writing

5 Choose the correct answer from a, b, c or d:

1 If Osama had got the job at the bank, he .... travelled a lot.
a will have **b** would **c** had **d** would have (circled)

2 If we see Ali, we .... ask him to phone you.
a would **b** would have **c** will (circled) **d** do

3 The river was very dry because it .... for two months.
a doesn't rain **b** rained **c** had not rained (circled) **d** has not rained

4 Don't be .... ! You have already eaten a big ice cream.
a honest **b** greedy (circled) **c** hardworking **d** kind

5 The .... came from space and landed in the sea.
a mountain **b** minaret **c** meteorite (circled) **d** monument

6 The .... showed us how to dive under water.
a hero **b** interviewer **c** instructor (circled) **d** inventor

6 Rewrite the following using the word(s) in brackets to give the same meaning:

1 I'm not sure where Tarek is. Perhaps he's in the park. (might)
I'm not sure where Tarek is. He might be in the park.

2 Do you have as much water as you need? (enough) *Do you have enough water?*

3 I didn't recognise your cousin so I didn't say hello. (if)
If I had recognised your cousin, I would have said hello.

7 Write an email of seven (7) sentences to a friend about one of the following:

- a visit to the Red Sea
- an animal that you like

Students' own answers

Practice Test 6b

A Language Functions

1 Finish the following dialogue:

Fawzy and Mazin are speaking about a dangerous hobby.

Fawzy: Look at this photograph in the magazine: A man is standing on top of a very tall building.
Mazin: Really? **1** Why is he doing that ?
Fawzy: The magazine says it's his hobby.
Mazin: **2** He shouldn't do that/be there. It's dangerous .
Fawzy: I couldn't agree with you more. The police should stop him.
Mazin: **3** What else does it say ?
Fawzy: It also says that the police arrested him.
Mazin: **4** Oh dear .

2 Write what you would say in each of the following situations:

1 Your parents say that they are taking you to the beach tomorrow.
Great!/I can't wait!/I'm looking forward to that.

2 You see people leaving rubbish on a beach.
How terrible! Why do they do this?

3 A friend tells you that you have won a prize.
Really? I can't believe it!/How wonderful!

B Reading Comprehension

3 Read the following, then answer the questions:

Hi Osama,
You told me to ask my father what problems he had had in his life. He said that when he was 20, he had an accident in the desert when he had driven all night. When he was 24, someone took all his money when he travelled to London. If he hadn't travelled to Brazil when he was 30, he wouldn't have been *bitten* by a snake and spent a day in hospital! So I asked him if he wished he hadn't done these things.
"No, I don't regret anything!" he said. "Remember that it is not what you do that you regret, but what you don't do." I will remember that advice. Tell me what your father says!
Best wishes,
Karim

1 Where did Karim's father have an accident? He had an accident when he was in the desert.

2 Did many good or many bad things happen to his father? Many bad things happened to him.

3 Do you agree with his father's advice? Why? / Why not?
Suggested: Yes, because it is best to try doing things even if they are not always successful.

4 What do you think the word *bitten* means?
(**a**) cut into by teeth **b** followed **c** frightened **d** hit

5 What do the underlined words these things refer to?
(**a**) his travelling **b** boring events **c** different places **d** hospitals

C The Reader

4 a Match column A with column B:

A	B
1 Jerry and his family	a stopped working because the vet said he broke his leg.
2 Black Beauty	b decided to sell Black Beauty.
3 Joe Green	c recognised Black Beauty from his white foot and white star.
4 Skinner	d become healthy again after Mr Thoroughgood and his grandson looked after him.
	e moved to a cottage so that they could work for Mrs Fowler.

b Answer the following questions:

1 Why do you think that Jerry became ill?
He had to wait outside the house of a rich man and it was very cold.

2 Why do you think that Black Beauty was worried when Jerry found work with Mrs Fowler?
Because he was becoming old and he knew that he might have more difficult work to do in the future.

3 Who was Skinner and why was he a bad owner?
He was a taxi driver . He was a bad owner because he worked seven days a week and never gave his horses a good rest or enough to eat.

4 What happened when Black Beauty tried to pull the carriage up a hill?
He fell onto the ground and thought that he was going to die.

5 Why didn't Black Beauty recognise Joe Green at first?
Because he was now a tall, strong man.

D Usage and Writing

5 Choose the correct answer from a, b, c or d:

1 If Leila had more free time, she .... read more books in English.
(a) would b would have c will d must

2 If I .... that he was famous, I would have taken a photograph of him.
a knew b know (c) had known d was knowing

3 What .... before you played tennis?
a you eat b you ate c you had eaten (d) had you eaten

4 How many eggs do the farmer's chickens .... each day?
a lie b give (c) lay d put

5 People have used .... to make cups for hundreds of years.
a stone (b) clay c straw d sticks

6 This book is .... I don't want to read it any more.
a special b excellent (c) terrible d greedy

6 Rewrite the following using the word(s) in brackets to give the same meaning:

1 If I see Sayed, perhaps I'll ask him to help me with my homework. (might)
If I see Sayed, I might ask him to help me with my homework.

2 I can't wait to go to the museum tomorrow. (look forward)
I am looking forward to going to the museum tomorrow.

3 I was ill, so I didn't go to work. (If)
If I hadn't been ill/If I had been well, I would have gone to work.

7 Write a paragraph of seven (7) sentences about one of the following:

- animals that lived in the past
- a story with a moral

Students' own answers

Reader: *Black Beauty*

by Anna Sewell

CHAPTER 4 SB pages 54–60 and 71–72

Before using the book:

1. Write the title of the story Black Beauty on the board. Put the students into small groups and ask them to discuss what has happened in the book so far, which parts of the book they have enjoyed most, and which characters they like and do not like, giving their reasons.
2. Invite the groups to share their ideas with the class.
3. Now ask students to look at the character list on pages 54–55. Ask students which characters they already know. Explain that they will meet some new characters in the second half of the book. They can refer back to this character list when necessary to help them.

Before you read

1. Ask students to look at page 56 and to read the question.
2. Give students time to discuss their answers in pairs or small groups.
3. Discuss their answers as a class. Put their ideas on the board.
4. Tell students that they are now going to read the chapter to see if their ideas were correct.

SB Page 71–72



Chapter 4
New owners

Black Beauty

1 Choose the correct definitions from a, b, c or d

1 *wounds*
a rides b horses' heads
c places on your body where you have been cut or hurt d carriages

2 *fashion*
a hair, clothes, behaviour, etc. that is popular b a type of food
c trouble d a type of road

3 *reins*
a rope on a horse's head that is used to control it b types of hat
c horses' knees d stones in a horse's shoe

4 *tighten*
a make something longer b make something fit very closely
c make something more beautiful d make something hurt

5 *complain*
a walk quickly b talk about simple things
c fall to the ground d say that you are not happy about something

6 *exhausted*
a very tired b better after an illness
c hungry d damaged

7 *arrest*
a keep someone happy b keep someone in jail
c give someone a test d give someone food

8 *rough*
a hard working b not gentle c loud d unhappy

2 Read the quotation and answer the questions

"I suggest that you give this horse some good food for the next few weeks! And I advise you to watch your helper. There are some men who will steal food even from an animal."

1 What happened to Black Beauty's food?

....

71

1 Choose the correct definitions from a, b, c or d

1. Read Chapter 4 together as a class. Remind the students that the words in bold are new words which are explained in the glossary on page 77, but they should try and work out the meaning of these words from context when they can.
2. When they have finished reading, look again at their ideas on the board. Did they correctly anticipate the problems Black Beauty had?
3. Now ask the students to look at page 71. Ask the students to read the words and try to find them in the story text.
4. Put the students in pairs and ask them to look at each word and to choose the definition that they think fits the meaning best.

5 Ask them to check their answers using the glossary if necessary and then check the answers as a class.

Answers:				
2 a	3 a	4 b	5 d	6 a
7 b	8 b			

2 Read the quotation and answer the question

1 Choose a student to read the quotation aloud.

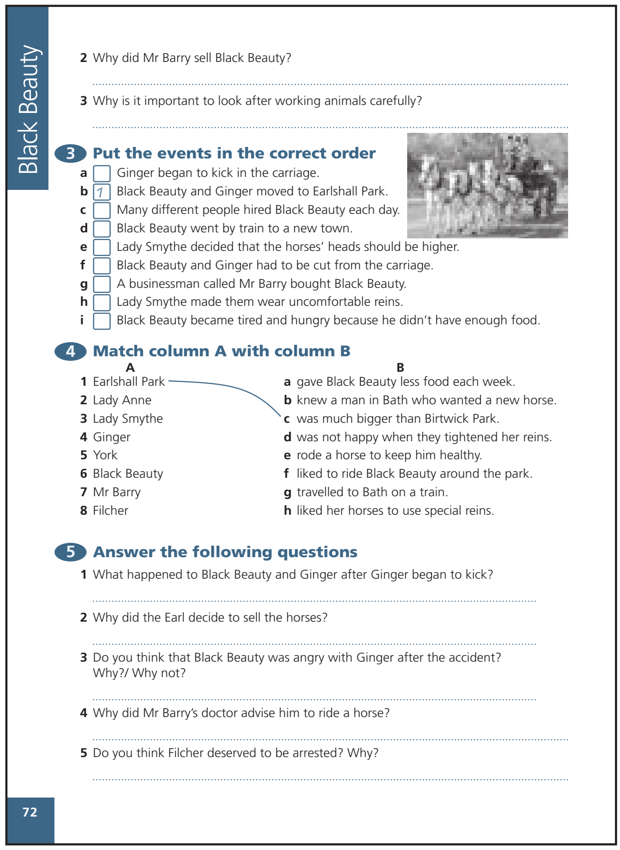
2 Ask the students to find the quotation within the story text and to identify who is speaking and why he says this. (A farmer friend says this to Mr Barry because he thinks that Black Beauty looks very thin.)

3 Read the questiond with the class and ask the students to work in pairs to discuss them Monitor as they are working and help where necessary.

4 Check the answers with the whole class. Choose students to give you an answer and ask others if they agree. Encourage students to add further to the answers.

Sug stedn swers:

1 Filcher gave it to his animals.
2 He felt bad after Black Beauty did not have enough to eat and after the police arrested Filcher.
3 Because they work much better when they are given good food and are looked after well.



Black Beauty

2 Why did Mr Barry sell Black Beauty?

3 Why is it important to look after working animals carefully?

3 Put the events in the correct order

a ☐ Ginger began to kick in the carriage.
b ☐1 Black Beauty and Ginger moved to Earlshall Park.
c ☐ Many different people hired Black Beauty each day.
d ☐ Black Beauty went by train to a new town.
e ☐ Lady Smythe decided that the horses' heads should be higher.
f ☐ Black Beauty and Ginger had to be cut from the carriage.
g ☐ A businessman called Mr Barry bought Black Beauty.
h ☐ Lady Smythe made them wear uncomfortable reins.
i ☐ Black Beauty became tired and hungry because he didn't have enough food.

4 Match column A with column B

A	B
1 Earlshall Park	a gave Black Beauty less food each week.
2 Lady Anne	b knew a man in Bath who wanted a new horse.
3 Lady Smythe	c was much bigger than Birtwick Park.
4 Ginger	d was not happy when they tightened her reins.
5 York	e rode a horse to keep him healthy.
6 Black Beauty	f liked to ride Black Beauty around the park.
7 Mr Barry	g travelled to Bath on a train.
8 Filcher	h liked her horses to use special reins.

5 Answer the following questions

1 What happened to Black Beauty and Ginger after Ginger began to kick?

2 Why did the Earl decide to sell the horses?

3 Do you think that Black Beauty was angry with Ginger after the accident? Why?/ Why not?

4 Why did Mr Barry's doctor advise him to ride a horse?

5 Do you think Filcher deserved to be arrested? Why?

72

3 Put the events in the correct order

1 Ask volunteers to summarise the events in chapter 2.

2 Then ask the students to read the events and discuss their order in small groups. They can read the text again if necessary.

3 Then ask them to share their ideas with the rest of the class.

4 Check answers with the whole class.

Answers:				
a 4	b 1	c 8	d 7	e 2
f 5	g 6	h 3	i 9	

4 Match column A with column B

1 Ask the students to work in pairs to decide which the correct option is for each sentence.

2 Students can read the chapter again to check their answers if necessary.

3 Check answers with the whole class.

Answers:				
2 f	3 h	4 d	5 b	6 g
7 e	8 a			

5 Answer the following questions

1. Read out the first question and elicit different answers from around the class. Make sure that the students answer in complete sentences.
2. The students complete the exercise individually and then compare their answers in pairs. Go round and check.
3. Invite volunteers to read out their sentences to the class.

Answers:

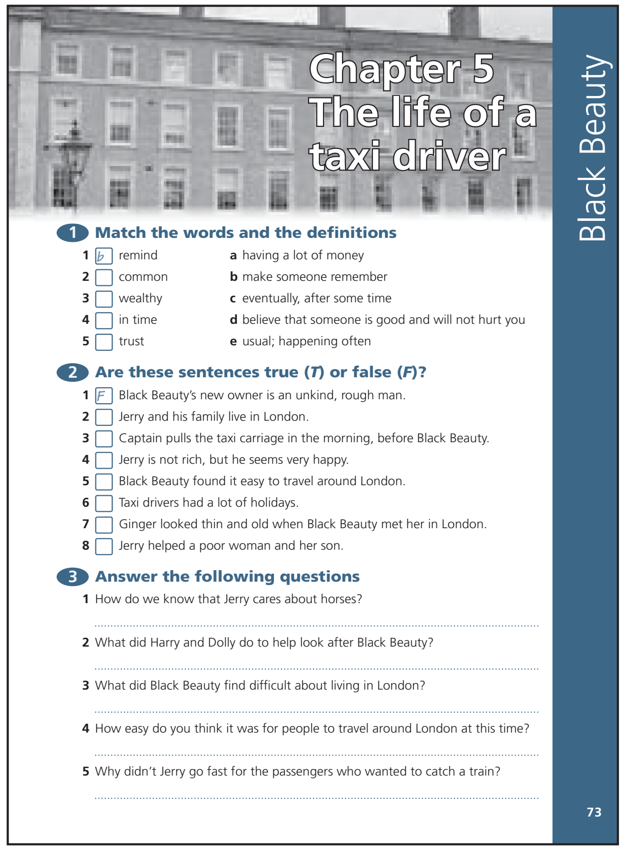
1. They fell to the ground and had to be cut from the carriage.
2. Because they could not pull a carriage any more.
3. Suggested: No. Although the accident damaged his knees, it meant he did not have to pull the carriage with the reins. He understood why she did this and was still friends with Ginger.
4. Mr Barry was a businessman who had little exercise. The doctor advised him ride a horse to keep him healthy.
5. He wanted to give it to his rabbits so that he could get more money for them at the market. He was not a good man and only thought about himself and his family, not about Black Beauty.

CHAPTER 5 SB pages 61–65 and 73–74

Before you read

1. Ask the students to summarise what happened in the last chapter.
2. Read the question at the top of page 61. Students can discuss the question in pairs.
3. Check their answers as a class. Put some of their ideas on the board.
4. Tell the students that they are now going to read Chapter 5 to check their answers.
5. Read the chapter in class. Were their ideas on the board correct?

SB Page 73–74


Black Beauty

Chapter 5
The life of a taxi driver

1 Match the words and the definitions

1 [b] remind		a having a lot of money
2 [ ] common		b make someone remember
3 [ ] wealthy		c eventually, after some time
4 [ ] in time		d believe that someone is good and will not hurt you
5 [ ] trust		e usual; happening often

2 Are these sentences true (*T*) or false (*F*)?

1 [F] Black Beauty's new owner is an unkind, rough man.
2 [ ] Jerry and his family live in London.
3 [ ] Captain pulls the taxi carriage in the morning, before Black Beauty.
4 [ ] Jerry is not rich, but he seems very happy.
5 [ ] Black Beauty found it easy to travel around London.
6 [ ] Taxi drivers had a lot of holidays.
7 [ ] Ginger looked thin and old when Black Beauty met her in London.
8 [ ] Jerry helped a poor woman and her son.

3 Answer the following questions

1 How do we know that Jerry cares about horses?
....
2 What did Harry and Dolly do to help look after Black Beauty?
....
3 What did Black Beauty find difficult about living in London?
....
4 How easy do you think it was for people to travel around London at this time?
....
5 Why didn't Jerry go fast for the passengers who wanted to catch a train?
....

73

1 Match the words and the definitions

1. Ask the students to find the words in the first column within the story text. Read out the example definition and check that the students agree that b is the correct definition. Read the sentence in the story where the word appears to check that the meaning works in the context.
2. Ask the students to complete the exercise individually before checking their answers with a partner.
3. Check answers in class.

Answers:

2 e   3 a   4 c   5 d

2 Are these sentences true (*T*) or false (*F*)?

1. Choose students to read all the sentences aloud without saying if they are true or false.
2. Choose a student to read the example again. Ask, how do you know that it is false? Find the part in the story that tells you this. Elicit that the answer is in the first paragraph on page 62.
3. Ask students to find the answers to the remaining sentences.

4 Check answers with the whole class. Ask the students to correct the false sentences.

Answers:

2 T 3 T 4 T
5 F, he did not find it easy in London
6 F, they were not common for taxi drivers
7 T 8 T

3 Answer the following questions

1 Read out the first question and elicit different answers from around the class. Make sure that the students answer in complete sentences.

2 The students complete the exercise individually and then compare their answers in pairs. Go round and check.

3 Invite volunteers to read out their sentences to the class.

Sug stedn swers:

1 He does not take the passengers quickly to the station because he always thinks about his horse. He does not want his horses to be tired.
2 Harry always helped to look after him and Dolly came to see him often.
3 He thought that there was a lot of noise and a lot of people and that it was difficult to find his way between all the other carriages.
4 Suggested answer: It was probably quite difficult because there were no cars, trains or buses. Only wealthy people could take a taxi or carriage because they were probably expensive.
5 Suggested answer: He did not want Black Beauty to be tired, because then he could not do a good job later in the day.

Black Beauty

4 Match column A with column B

A	B
1 Harry	a did not feel strong enough to work well.
2 Captain	b was the owner of a taxi business.
3 Mr Grant	c went out with the taxi carriage in the morning.
4 Ginger	d was Jerry's son.

5 Put the events in the correct order

a ☐ Two men got into Jerry's taxi in front of the poor woman.
b ☐ A poor woman asked Jerry how to find the hospital.
c 1 Black Beauty met Ginger outside a park.
d ☐ Jerry and Black Beauty took the poor woman to the hospital.
e ☐ Ginger told Black Beauty about her difficult life.
f ☐ The two men angrily got out of the taxi and walked off.
g ☐ A wealthy-looking woman was pleased to find Jerry and his taxi.



6 Read the quotation and answer the questions

"He's too handsome to pull a taxi!"

1 Why do you think that one of the taxi drivers says this to Jerry when he sees Black Beauty for the first time?

....

2 Why did Black Beauty feel sorry for some of the taxi drivers and their horses?

....

74

4 Match column A with column B

1 Ask the students to work in pairs to decide which the correct option is for each sentence.

2 Students can read the chapter again to check their answers if necessary.

3 Check answers with the whole class. You could ask students to make more sentences about each character, for example, *Harry was Dolly's brother*.

Answers:

1 d 2 c 3 b 4 a

5 Put the events in the correct order

1 Ask the students to read the chapter again.

2 Ask volunteers to summarise the events in chapter 5.

3 Then ask the students to read the events and discuss their order in small groups, without referring back to the text. Then ask them to share their ideas with the rest of the class.

4 Check answers with the whole class.

Answers:

a 4	b 3	c 1	d 6
e 2	f 5	g 7	

3 Read the quotation and answer the questions

1. Choose a student to read the quotation aloud.
2. Read the questions with the class and ask the students to work in pairs to discuss them. Monitor as they are working and help where necessary.
3. Check the answers with the whole class. Choose students to give you an answer and ask others if they agree. Encourage students to add further to the answers.

Sug stedın swers:

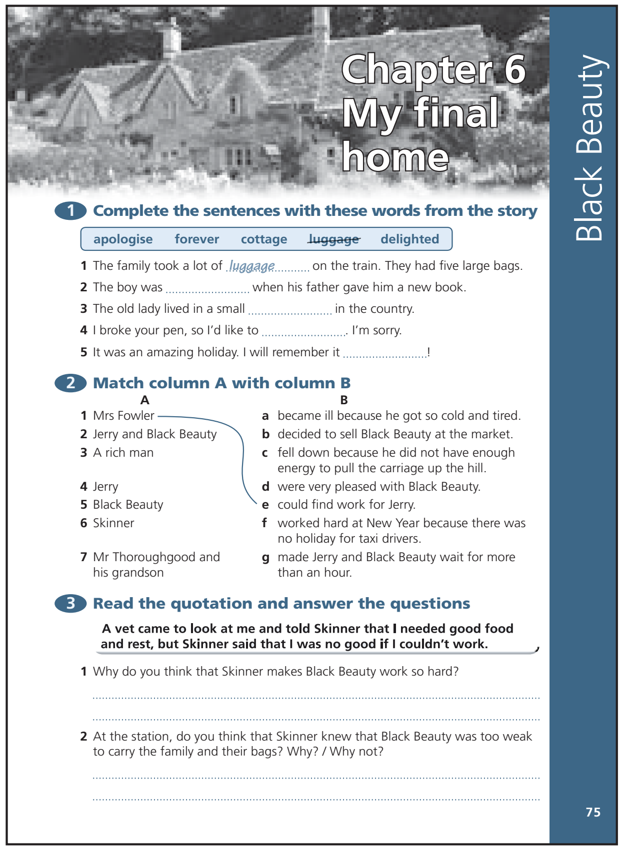
1. He can see that Black Beauty is a strong, healthy horse. Perhaps he thinks that he is too good to do hard, difficult work.
2. Because some taxi drivers and their horses have to work very long hours without a rest to get enough money. Some of them had to work for seven days a week.

CHAPTER 6 SB pages 66–70 and 75–76

Before you read:

1. Ask the students to summarise what happened in the last chapter.
2. Read the question at the top of page 66. Students can discuss the question in pairs.
3. Discuss their answers as a class. Put some of their ideas on the board.
4. Tell the students that they are now going to read Chapter 6 to check their answers.
5. Read the chapter in class. Were their ideas on the board correct?

SB Page 75–76


Chapter 6
My final home

Black Beauty

1 Complete the sentences with these words from the story

apologise forever cottage ~~luggage~~ delighted

1 The family took a lot of luggage on the train. They had five large bags.
2 The boy was .... when his father gave him a new book.
3 The old lady lived in a small .... in the country.
4 I broke your pen, so I'd like to .... I'm sorry.
5 It was an amazing holiday. I will remember it ....!

2 Match column A with column B

A	B
1 Mrs Fowler	a became ill because he got so cold and tired.
2 Jerry and Black Beauty	b decided to sell Black Beauty at the market.
3 A rich man	c fell down because he did not have enough energy to pull the carriage up the hill.
4 Jerry	d were very pleased with Black Beauty.
5 Black Beauty	e could find work for Jerry.
6 Skinner	f worked hard at New Year because there was no holiday for taxi drivers.
7 Mr Thoroughgood and his grandson	g made Jerry and Black Beauty wait for more than an hour.

3 Read the quotation and answer the questions

A vet came to look at me and told Skinner that I needed good food and rest, but Skinner said that I was no good if I couldn't work.

1 Why do you think that Skinner makes Black Beauty work so hard?

2 At the station, do you think that Skinner knew that Black Beauty was too weak to carry the family and their bags? Why? / Why not?

75

1 Complete the sentences with these words from the story

1. Ask the students to look at the words in the box. Explain that these words all come from the chapter they have just read.
2. Give students time to complete the sentences individually. They can compare answers in pairs.
3. Check their answers as a class. Ask different students to read the completed sentences aloud.

Answers:

2 delighted	3 cottage
4 apologise	5 forever

2 Match column A with column B

1. Ask the students to work in pairs to decide which the correct option is for each sentence. Students can read the chapter again if necessary.
2. Check their answers as a class.

Answers:

2 f 3 g 4 a 5 c 6 b 7 d

3 Read the quotation and answer the questions

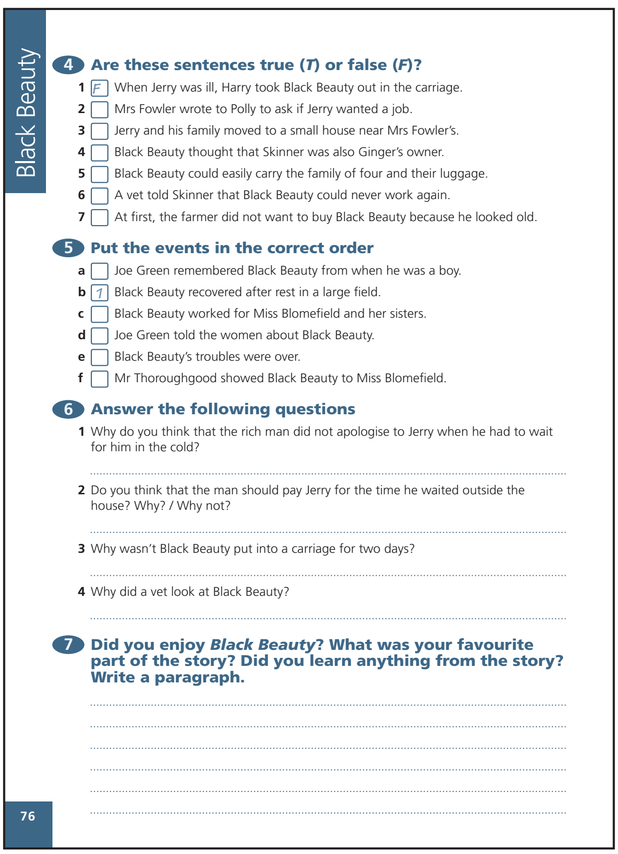
1 Choose a student to read the quotation aloud.

2 Ask the students to find the quotation within the story text and to identify who is speaking and when. (Black Beauty, after he fell over.)

3 Read the questions with the class and ask the students to work in pairs to discuss them. Monitor as they are working and help where necessary.

4 Check the answers with the whole class. Choose students to give you an answer and ask others if they agree. Encourage students to add further to the answers.

> ***Sug stedn swers:***
>
> 1 He was very poor and had to work hard to get enough money to live. He probably did not think that the health of his horse was important.
> 2 I think that he knew, although he told the girl that Black Beauty was OK. However, he needed to take the family to get more money.



Black Beauty

4 Are these sentences true (*T*) or false (*F*)?

1 [F] When Jerry was ill, Harry took Black Beauty out in the carriage.
2 [ ] Mrs Fowler wrote to Polly to ask if Jerry wanted a job.
3 [ ] Jerry and his family moved to a small house near Mrs Fowler's.
4 [ ] Black Beauty thought that Skinner was also Ginger's owner.
5 [ ] Black Beauty could easily carry the family of four and their luggage.
6 [ ] A vet told Skinner that Black Beauty could never work again.
7 [ ] At first, the farmer did not want to buy Black Beauty because he looked old.

5 Put the events in the correct order

a [ ] Joe Green remembered Black Beauty from when he was a boy.
b [1] Black Beauty recovered after rest in a large field.
c [ ] Black Beauty worked for Miss Blomefield and her sisters.
d [ ] Joe Green told the women about Black Beauty.
e [ ] Black Beauty's troubles were over.
f [ ] Mr Thoroughgood showed Black Beauty to Miss Blomefield.

6 Answer the following questions

1 Why do you think that the rich man did not apologise to Jerry when he had to wait for him in the cold?

2 Do you think that the man should pay Jerry for the time he waited outside the house? Why? / Why not?

3 Why wasn't Black Beauty put into a carriage for two days?

4 Why did a vet look at Black Beauty?

7 Did you enjoy *Black Beauty*? What was your favourite part of the story? Did you learn anything from the story? Write a paragraph.

76

4 Are these sentences true (*T*) or false (*F*)?

1 Choose students to read all the sentences aloud without saying if they are true or false.

2 Choose a student to read the example again. Ask, how do you know that it is false? Find the part in the story that tells you this. Elicit that the answer is in the first paragraph on page 67.

3 Students complete the task in pairs. They can quickly read through the chapter again to find the answers if nessary.

4 Check answers with the whole class. Ask the students to correct the false sentences.

> ***Answers:***
>
> 2 T 3 T 4 T
> 5 F, he was too weak to carry them up the hill.
> 6 F, he told him that Black Beauty needed to rest before he could work again.
> 7 T

5 Put the events in the correct order

1 Ask the students to read the chapter again.

2 Ask volunteers to summarise the events in Chapter 6.

3 Then ask the students to read the events and discuss their order in small groups, without referring back to the text. Then ask them to share their ideas with the rest of the class.

4 Check answers with the whole class.

> ***Answers:***
>
> a 4 c 3 d 4 e 5 f 2

6 Answer the following questions

1 Read out the first question and elicit different answers from around the class. Make sure that the students answer in complete sentences.

2 The students complete the exercise individually and then compare their answers in pairs. Go round and check.

3 Invite volunteers to read out their sentences to the class.

> ***Sug stedn swers:***
>
> 1 The rich man probably thought that it was Jerry's job to wait for him. He did not think that this might be difficult for Jerry and Black Beauty.
> 2 Yes, he should pay him. If Jerry did not wait, he could take other passengers to places and get more money.
> 3 Because Jerry was too ill to take him out for work.

4 A vet looked at Black Beauty after he fell down on the street. He saw that Black Beauty needed food and rest.

7 Did you enjoy Black Beauty? What was your favourite part of the story? Did you learn any thing from the story? Write a paragraph.

1 Tell the students that they have nearly finished their work on Black Beauty. Before they do the last task, read the questions in exercise 7 as a class. Give students plenty of time to discuss the questions in pairs.

2 Now have a class discussion about the questions and any other aspects of the book that they enjoyed.

3 Students can start the paragraph in class and finish it for homework. While they are working in class, go round and monitor their work, and offer help and suggestions if necessary.

G L O S S A R Y

abide ... يَلتزم

accordingly ... بالتَبَعية

achievement ... إنجاز

active ... نَشط (مُشارَكة الطُلّاب) إيجابى (عَكْس سَلْبى)

activity ... النَشاط (كُل ما يَقوم به الطالِب من أعمال للتَدْريب أو التَعَلُّم)

adapt ... يَتكَيَّف – يَتَأَقْلَم

additional revision ... وحْدَة مُراجَعَة إضافيَّة

adequately ... بشَكْل كاف

adverb of frequency ... ظَرْف ٌمُتَكَرِّر

advisor ... ناصِح – مُرشد

agreement ... اتفاق

aim ... هَدَف

allot ... يُخَصِّص

analyse ... يُحَلِّل

approach ... يَتناول – طَريقَة التَناول

appropriate ... مُناسِب – مُلائم

aspiration ... أمَل – مَطْمَح

assess ... يُقَيِّم

assessment ... تَقْدير – تَقْييم للأداء خِلال فَتْرَة التَعَلُّم

attach ... يَرْبط – يُرْفِق – يُلْحِق

attain ... يَبْلُغ – يُحَصِّل

authentic website ... مَوْقِع إنْترِنت حقيقى

authenticity ... أصْلِيَّة – مَوْثوقِيَّة

background ... خَلْفِيَّة

basic ... أساسى (المَهارات الأساسيَّة)

blank ... فارِغ

boast ... يَتَباهى – يَتَفاخَر

body language ... حَرَكات الجَسَد التى تُوَضِّح المَعْنى

break down ... تَقْسيم إلى مَقاطِع أو أجْزاء

brief ... مُخْتَصَر

build up (v) ... يُكَوِّن كَلِمَة أو جُمْلَة أو فَقْرَة، جُزْء بَعْد جُزْء، مِثْل بناء الحِوار

capability ... مَقْدرَة

chant ... يَشْدو – يُغَنّى

chaos ... فَوْضى – عَدَم اتِّباع نِظام مُعَيَّن

character trait ... خصْلَة فى الشَخْصِيَّة

check (v) ... يَتَأَكَّد – يَتَحَقَّق (يَجب على المُدَرِّس أن يَتأَكَّد من أن الطُلّاب يَقومون بالتَدْريب على الطَريقَة الصَحيحَة والتَحَقُّق من أن الإجابات صَحيحَة)

checklist ... قائمَة للمُراجَعَة

classify ... يُصَنِّف إلى مَجْموعات

classroom dialogue ... الحِوارات التى تَدور فى الفَصْل بَيْن الطالِب والمُدَرِّس ، كما فى كِتاب المُدَرِّس ، التى هى بِخَط مُخْتَلِف

classroom management ... إدارَة الفَصْل

clarification ... تَوْضيح

closed pairs ... ثُنائى مُغلَق (يَعْمَل الطالبان معاً دون أن يَسْمَعْهُما بَقِيَّة الفَصْل)

clue ... إشارَة دالَّة

combination (n) ... جَمْع – دَمْج

combine (v) ... يَجْمَع – يَدْمِج

command ... أمْر

commit to memory ... يَضَع جَيِّداً فى الذاكِرَة – يَحْفَظ جَيِّداً

communicate (v) ... التَرْكيز على استِخْدام اللُغَة عَملياً لِتَبادُل المَعْلومات أو الأفْكار أو الآراء

communicative syllabus ... مَنْهَج تَواصُلى

complement ... يُكَمِّل

complicated ... مُرَكَّب – مُعَقَّد

compose ... يُؤَلِّف

comprehension ... اسْتيعاب – فَهْم

conclude (v) ... يَخْتَتِم – يَتَوصَّل إلى نَتيجَة – يُلَخِّص

conducting research ... القِيام بِعَمَلِيَّة بَحْث

confidence ... ثِقَة

confirm ... يُؤَكِّد

confusing ... مُحَيِّر – مُرْبِك

consecutive ... مُتَتابِع – مُتَتالِ

conservation of the environment ... الحفاظ على البيئَة

consider ... يأخُذ فى عَيْن الاعْتبار

consistent ... ثابت – مُتَّسِق – مُطَّرِد

consolidate ... يُرَسِّخ – يُدَعِّم

consolidation ... تَعْزيز أو تَدْعيم مَعلومَة أو مَهارَة لُغَوِيَّة

consonants ... الحُروف الثابِتَة

contamination ... تَلْويث

contemporary trends ... اتِجاهات عَصْرِيَّة

context ... المَوْقِف الذى تُسْتَخْدَم فيه اللُغَة ويَعْتَمِد على المَعْنى أو السياق (سياق الحَديث)

contracted forms ... الصيَغ المُخْتَصَرَة

contrast (v) ... يَتَبايَن

controlled practice ... التَدْريب المُوَجَّه (تَدْريب الطُلّاب من خِلال إطار مُعَيَّن أو تَحْت إشْراف شِبْه كامِل لِتَقْليل احْتِمالات الخَطأ)

convention ... مؤْتَمَر

corresponding ... مُقابل – مُناظِر

corresponding to ... تَتَناغَم مع – تَتَناسَب مع

courtesy ... احْترام

creative thinking ... التَفْكير الإبْداعى/المُبْدِع

critique (n) ... نَقْد

cross-cultural ... عَبْر الثَقافى

cross-curricular ... عَبْر المِنْهَجى

crossword ... كَلِمات مُتَقاطِعَة (تَدْريب لُغَوى من خِلال الكَلِمات المُتَقاطِعَة)

data ... بَيانات

debated ... تَم الجَدَل حَولَه

deduce ... يَسْتَنْبِط

definition ... تَعْريف

demonstrate ... يُوَضِّح من خِلال أداء فِعْلى للمَوْقِف التَعْليمى

description ... وَصْف

detail ... تَفْصيلة

G L O S S A R Y

developing .... نامٍ

dialogue .... حِوار

dictation .... إمْلاء

disagreement .... اختِلاف فى الرأى

discourse .... خِطاب – حَديث

discuss (v) .... يُناقِش – يُشارك

dispute .... جَدَل – مُناقَشَة

disruption .... اخْتِلال – اضطِراب – تَشْويش

distinguish (v) .... يُدْرِك الفَرْق بين

dramatic .... دراماتيكى (الأداء التَمْثيلى للمَواقِف)

drill (v) .... يُقْحِم – يَجْعَل الطالِب يُشارِك فى تَكْرار العَمَل بهَدَف التَعلُّم

effective .... فَعّال

effective techniques .... الأساليب الفَعّالَة للعلم

elaborate .... يَتوَسَّع فى الشَرْحِ – يُسْهِب

elicit .... يَسْتَدْرِج فى الكلام – يَسْأل الطُلّاب أسْئِلَة موَجَّهَة لكَى يُساهِموا بما يَعرفونَه من أفْكار أو مَعْلومات، مَعانٍ، أو نِقاط لُغَوِيَّة أو ليُساعِدَهُم على الوصول إلى هذه النِقاط

e-mail .... بَريد إلِكترونى

emphasising .... التأكيد على – إبْراز أهَميَّة

enable .... يُمَكِّن – يَجْعَل الطالِب قادِراً على إنْجاز هَدَف

encourage .... مُعَيَّن

engage in .... يُشَجِّع

enthusiasm .... يَنْشَغِل بِشئ – يَنْغَمِس فيه

event .... حَماس

exaggerate (v) .... حَدَث

exchange .... يُبالِغ – يُضَخِّم

existing .... يَتبادَل – تَبادُل

exploit (n) .... كائِن – مَوْجود

exploit (v) .... عَمَل جَيِّد

exposure .... يَسْتَغِل

express (v) .... تَعَرُّض لِعامِل خارجى

expression (facial) .... يَتوَسَّع فى استِخْدام – يُنَمّى

extend (v) .... تَعْبير بالوَجْه

extension (n) .... يَمْتَد

facilitate .... امتداد

familiarise .... يُسَهِّل

flexible .... يَجْعَل الشئ مألوفاً

focus on (v) .... مَرِن

follow up .... يُرَكِّز على

format .... مُتابَعَة عن قُرْب

framework .... تَشْكيل

free practice .... إطار – هَيْكَل – نِظام مُبسَّط (للتَدْريس) التَدْريب الحُر (حَيث يَخْتار الطالِب الأفْكار واللُغَة ويَسْتَخْدِمها بطَلاقَة)

free writing .... الكِتابَة الحُرَّة الإنْشائِيَّة

frequently .... بِشَكْل تَكْرارى – بِشَكْل مُتَكَرِّر

fulfil .... يُشْبِع

function (n) .... وَظيفَة اللُغَة – كَيْفيَّة استِخْدام اللُغَة (مَثلاً: طَلَب الأشْياء بأدَب، اقتِراح شئ ما ... إلخ)

gaps .... الفَراغات – الفَجَوات

gender .... الجُنوسَة – النوع (ذَكَر/أُنْثَى)

generate (v) .... يُوَلِّد – يُنْتِج

genuine .... خالِص – صادِق

gesture .... إشارات اليَد – الحَرَكات التَعْبيرِيَّة

gist .... المحتوى الأساسى – لُبّ الموضوع

gradually .... تَدْريجيّاً

guessing .... تَخْمين

guidance .... التَوْجيه التَعْليمى

guide (v) .... يُوَجِّه – يُرْشِد

habits .... عادات: يَجب على المُدَرِّس التَصْميم على العادات الحَميدَة (مِثْل كِتابَة الحُروف بِشَكْل جَيِّد)

hiccup .... فُواق – حازوقة (زغطَة)

highlight .... يُبْرِز أهَم العَناصِر – يُحَدِّد

household vocabulary .... المُفرَدات اللُغَوِيَّة الخاصَة بالمَنْزِل

identify .... يَتعَرَف على

imaginary .... مُتَخَيَّلَة – خَيالِيَّة

imitate .... يُقَلِّد – يُحاكى

immerse .... يَنْغَمِس

impede .... يَعوق – يَحول دون

independent thinking .... تَفْكير مُسْتَقِل

indicate .... يُشير إلى

individual (adj) .... شَخْصى

individual (n) .... شَخْص

information technology .... تِكْنولوجْيا المَعْلومات

input (n) .... مُشارَكة

instructor .... مُوَجِّه

integrate .... يَدْمِج

intend .... يَتعَمَّد – يَقْصِد

interact .... يَتفاعَل

interlocutor .... مشارك فى الحديث

interpersonal .... مُتداخِل

irregular .... شاذ – غَيْر نَمَطى

irregular verb .... فِعْل شاذ لا تَنْطَبِق علَيْه القَواعِد العامَة لِتَصْريف الأفْعال

joined-up handwriting كِتابَة (خَط) تَعْتَمِد عَلى تَشبيك الحُروف

jumble .... غير مرتبة

keep a check .... يُلاحِظ عن كَثَب ليَجْعَل التَلاميذ فى مَوْقِف استِعْداد للعِلْم

knowledge .... مَعْرِفَة (ما يَتعَلَّمه الطالِب)

label (v) .... يُعَلِّم

landmark .... مَعْلَم – أحَد المَعالِم – عَلامَة بارزَة

leading questions .... الأسْئِلَة التى تَجْعَل الطالِب يَتحَدَّث

learning strategies .... الأساليب المُخْتَلِفَة للتَعْليم

leisure .... وَقْت الفَراغ

G L O S S A R Y

literary .... أَدَبى
main units .... وَحدات رئيسيَّة
make up (v) .... يَصْنَع – يَخْتَلِق
manage .... يُدير
manager .... مُدير
meaning .... مَعْنى
meaningful .... ذو مَعْنى
medium (adj) .... وَسَط
mental note .... نُقْطَة تَذْكيريَّة
method .... طَريقَة
mix up.. غير مرتبة
model (n) .... نُموذَج – مِثال (للُغَة التى نَتَوَقَّع من الطالِب استِخْدامها أو كَيْفيَّة أداء تَدْريب أو نَشاط مُعَيَّن)
motivate (v) .... يُشَوِّق – يُحَفِّز (الطُلّاب لأداء التَدْريب أو النَشاط)
objective .... هَدَف
occur .... يَحْدُث – يَقَع
odd one out ..... تَدْريب يَهْدِف الى استِبْعاد الكَلِمَة أو الحَرْف الشاذ بالنِسْبَة للكلمات المَوْجودَة
omit (v) .... يَحْذف
ongoing .... مُسْتَمِر
ongoing assessment .... التَقْييم المُسْتَمِر
open pairs ...... ثُنائى مَفْتوح (يَعْرِض الطالِبان عَمَلَهُما أمام الفَصْل)
opportunity .... فُرْصَة – مُحاوَلَة للتَعَلُّم
orally .... شَفاهياً
organisational .... تَنْظيمى
pace .... سُرْعَة أداء المُتَعَلِّم
paraphrase (v) .... يُعيد صياغَة
participate .... يُشارك
particular .... مُعَيَّن
pause (v) .... وَقْفَة قَصيرة
peer correction ..... تَصْحيح ثُنائى (يَقوم كل من الطالِبَيْن بِتَصْحيح عَمَل الآخَر)
peers .... زُمَلاء
performance ......الأداء (فى استِخْدام اللُغَة أو التَدْريب أو النَشاط)
permanently .... بشَكْل دائم أو مُسْتَمِر
personal tutor .... مُعَلِّم شَخْصى
phonic pattern .... النَمَط اللَفْظى
phonics .... عِلْم الأصْوات – قَواعِد اللَفْظ
phrasal verb..فِعْل يَتَكَوَّن من كَلِمَتَين (الثانيَة عادة تَكون حَرْف جَر)
practice (n) ....هو كل نَشاط يؤديه الطالِب لِيَفْهَم اللُغَة و يَسْتَخْدِمها فى المَواقِف المُخْتَلِفَة
praise (v) .... يُثْني – يُطْرى – يَمْدَح
predict .... يَتَوَقَّع – يَتَنَبَّأ
preference .... تَفْضيل
pre-questions .... أسئلَة مُساعِدَة يُعْطيها المُدَرِّس للطُلّاب قَبل الاستِماع لِيُساعِدْهُم على التَرْكيز على نِقاط أو أفْكار مُعَيَّنَة فى القِطْعَة

pre-reading .... أنشطَة أو تَدْريبات (يَقوم بها الطالِب قَبل قِراءة قطعَة مُعَيَّنَة لتُساعده على فَهْم مَضْمون القِطعَة واللُغَة أو الكَلمات المُستَخْدَمَة فيها)
present (v) .... يُقَدِّم – يَعْرِض
presentation (n) .... تَقْديم المَعْنى والصوت والشَكْل، وكذلك تَقْديم أى تَمْرين، بِمَعْنى تَقديم المَوْقِف، ما يَجب على الطُلّاب عَمَلَه باستِخْدام الصورَة ... إلخ
private pair work .... العَمَل الثُنائى الخاص
problem-solving ....تَدْريب يَقوم الطُلّاب فيه بالتَفْكير فى حَل مُشْكلَة أو لُعْبَة واستِخْدام اللُغَة فى مُناقَشَة هذا الحَل
procedure .... إجراءات (لإنجاز عَمَل مُعَيَّن)
process (n) ....عَمَليَّة (إنتاجيَّة أو صِناعيَّة أو ... إلخ)
progress (v) .... تَقَدُّم – تَحَسُّن
project (n) .... مَشْروع
pronunciation .... نُطْق – طَريقَة نُطْق
public pair work ... عَمَل ثُنائى عَلَنى (اشتِراك إثنين من الطُلّاب فى حوار أمام باقى طُلّاب الفَصْل)
purpose .... غَرَض
put on display .... يَعْرِض
puzzle (n) .... لُغْز (كالكَلمات المُتَقاطِعَة)
questionnaire .... استِطلاع رَأى
random .... عَشْوائى – غير نِظامى – يَعْتَمِد على المُفاجئة عند الاخْتِيار
realia .... أشْياء عَيْنِيَّة حَقيقيَّة
realistic .... واقِعى
realistic situation .... مَوْقِف تَعْليمي واقِعى
recap .... يُراجِع ما حَدَث
recite .... يَتْلو – يَقْرأ
recognise .... يُدْرِك – يُلاحِظ – يَعْتَرِف
recognition .... اعْتِراف – إقْرار
reconstruct .... يُعيد بناء
recycling .... استِخْدام اللُغَة السابِق تَعَلُّمها فى مَواقِف جَديدَة
reduced reproductions .... إنتاج مُصَغَّر للصَفَحات
refer to .... يُشير إلى – يُرْجِع إلى جَدْوَل – يَدُل على
regular verbفِعْل عادى (تنطَبِق عليه القَواعِد العامة لِتَصْريف الأفْعال)
reinforce .... يُقَوّى – يُدَعِّم
relate to ....يَرْتَبِط – يَرْبِط بين شَيئين
reluctant .... مُتَرَدِّد
request (n) .... طَلَب
requirements .... مُتَطَلَّبات
resource .... مَصْدَر (كِتاب الطالِب)
respond .... يَسْتَجيب
response .... اسْتِجابَة
responsibility .... مَسْئوليَّة
retrieval .... إرْجاع – اسْتِرْجاع
revision .... مُراجَعَة
rhyme (n) .... قَصيدَة مُنَظَّمَة

G L O S S A R Y

rhythm .... إيقاع – وَتيرَة (وهو ضَرورى لِتَنْمِيَة الطَلاقَة)

riddle .... لُغْز

role play .... تَدْريب تَمْثيلى (يَقوم الطُلّاب فيه بِبِناء مُحادَثَة وتَمْثيلَها فى مَوْقِف مُعَيَّن)

rubric .... عُنوان جانِبى يُوَضِّح ما هو المَطْلوب من التَدْريب اللُغَوى

safeguard .... يؤَمِّن

scan .... يَتَصَفَّح

scanning .... القِراءة السَريعَة

scientific thinking .... التَفْكير العِلْمى

scold .... يُعَنِّف

seek .... يَسْعى

selectively .... بشَكْل انْتِقائى – انْتِقائيّاً

self-evaluation .... تَقْييم الذات (حَيث يَقوم الطالِب بِتَقْييم مَدى تَقَدُمه اللغَوى)

self-expression .... التَعْبير عن الذات

self-study skills .... مَهارات التَحْصيل الذاتى

sequence (n) .... تَتابُع – تَسَلْسُل

sequence (v) .... يُرَتِّب

situation .... مَوْقِف تَعْليمى

skill .... مَهارَة (المَهارات اللُغَوِيَّة الأربَع: الاستماع – التَحَدُّث – القِراءة الكِتابَة. كَذلِك ثَمَّة مَهارات أَصْغَر مِثْل الفَهْم العام لِمَعْنى قِطْعَة، القِراءة السَريعَة ... إلخ)

skim .... يَقْرأ قِراءة سَريعَة

skimming .... تَصَفُّح القِطْعَة وقِراءَتها سَريعاً للإلمام بِجَوْهَر المَوْضوع (المَعْنى العام)

snapshot .... لَقْطَة تَصْويرِيَّة

sound out (v) .... يَخْتَبِر نُطْق الكَلِمَة – يُصْدِر صَوْتاً

specific .... خاص – مُحَدَّد – مُعَيَّن

specifications .... مواصَفات

speech bubble .... فُقاعَة الكَلام (بالونَة الكَلام التى تَظْهَر فى الرُسوم التَوْضيحيَّة)

standards .... أُسُس – مَعايير

storage .... تَخْزين

stress (n) .... تَشْديد فى النُطْق (على المَقْطَع الذى نُريد أن نوَضِّحَه أو نَنطِقْه بِصَوْت عالٍ، وهى هامَة جداً للطَلاقة والوضوح فى الحَديث)

strict .... صارِم (يَجِب على المُدَرِّس أن يَكون صارِماً مع الطُلّاب)

structural .... بنائى

structural syllabus .... مَنْهَج تَعْليمى نِظامى مَبْنى على طَريقَة نَمَطِيَّة فى تَقْديم اللُغَة

structure .... البِنْيَة – التَرْكيب

student-centred .... النَشاط الذى يَعْتَمِد على الطالِب وليس المُدَرِّس

study skill .... مَهارات الدراسَة (الفَهْم والاستيعاب، وليس الحِفْظ عن ظَهْر قَلْب)

substitute (n) .... بَديل

substitute (v) .... يَسْتَبْدِل

successful .... ناجِح

summarise .... يُلَخِّص

summary .... مُلَخَّص

support (v) .... يُساند – يُدَعِّم – يُؤَيِّد

survey (n) .... دِراسَة استِطلاعيَّة – مَسْح

swap (v) .... يَحِل شيئاً مَكان آخَر

systematically .... بِشَكْل مُنَظَّم – نِظامياً

tackle (v) .... يُعالِج

tactic .... أسلوب – سِياسَة

talk positively .... يَتَحَدَّث بإيجابيَّة

tapescript .... نَص المادَة المَوْجودَة على الشَرائط

target work .... المَهَمَّة المُسْتَهدَفَة – المَطْلوب تَدريسها

task .... تَمرين – تَدريب – نَشاط لُغَوى

teacher-centred .... النَشاط الذى يَعْتَمِد على المُدَرِّس

teaching aids/materials .... مَواد تَعْليمِيَّة مُساعِدَة ومُعينَة على التَعَلُّم

technique .... أسلوب

terrified .... مَرعوب – مَذْعور

text .... المادَة المَكْتوبَة – النَص

topic .... مَوْضوع

trace (v) .... يَرسُم بالقَلَم – يَتَتَبَّع خط مَنْقوط – أحَد مَراحِل تَعَلُّم الكِتابَة

transfer information (v) .... يَنقِل المَعْلومات

trigger (v) .... يَبْدأ

upcoming .... القادِم – الذى على وشْك الحُدوث

use (n) .... استِخْدام اللُغَة (وليس مُجَرَّد المَعْرِفَة بِقَواعِدها أو شَكْلَها)

useful .... نافِع – مُفيد

utilise .... يَستَخْدِم – يُوَظِّف

variety .... التَنَوُّع

variety of .... أنواع من

vary .... يَخْتَلِف – يَتَنَوَّع

verification .... تأكُد من صِحَّة شئ – تَحْقيق – تَيَقُّن

vice versa .... والعَكس بالعَكس

visual aids .... الوَسائل البَصَرِيَّة (التى تُساعِد فى الشَرْح مِثْل الصُوَر والرُسوم)

vowel .... حَرْف مُتَحَرِّك

warm-up (n) .... التَنْشيط والاستعْداد قَبْل بدء الدَرْس

wind .... إرجاع شريط التَسْجيل إلى مَكان مُعَيَّن

work out (v) .... يُفكر – يُحاوِل أن يَجِد إجابَة

writing patterns .... أنْماط الكِتابَة